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ABSTRACT

Data are given and discussed for seven areas of administration of the SUNY system: (1) state appropriations; (2) cost per student and tuition rates; (3) enrollments; (4) degrees granted; (5) facilities; (6) specific state aid programs; and (7) trends and prospects. Comparisons are made between 1975-76 data and earlier years, usually for the five previous years but occasionally for the 1960's. (MSE)

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THE HIGHER EDUCATIONAL SYSTEM OF NEW YORK STATE

A Summary of Major Changes in the State's Higher Educational System and Funding in Recent Years

Second Edition

March 1977

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U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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The University of The State of New York
The State Education Department
Office of Higher and Professional Education
Albany, New York

THE HIGHER EDUCATIONAL SYSTEM OF NEW YORK STATE

A Summary of Major Changes in the State's Higher Educational System and Funding in Recent Years

State Higher Education Appropriations
Expenditures Per Student and Tuition Rates
Enrollment Levels and Distribution
Degrees Awarded
Facilities
Specific State Aid Programs
Prospects: Population Trends and Enrollments

Second Edition

March 1977

The University of the State of New York
The State Education Department
Office of Higher and Professional Education
Albany, New York

THE UNIVERSITY OF THE STATE OF NEW YORK

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FOREWORD

New York State's higher educational system is a four-sector, open-access system with high inter-institutional mobility, coordinated to meet comprehensive but diverse New York State needs. The four sectors are the State University of New York, The City University of New York, a system of public community colleges and a large number of independent or private institutions. The measurable variables in the system that help in the assessment of its scope are the number of institutions, student enrollments, faculty and staff, facilities, programs, and the levels and structure of financial support and expenditures.

It is an open-access system with high mobility in that both students and faculty and staff are free to move in and out of the various institutions in the State and to transfer among institutions; and, in that New York State residents leave the State to pursue education and employment in other states and those from other states and nations enroll in or are employed in New York State institutions.

Higher Education in New York is a large and complex enterprise. The State's role in planning for and, especially, in providing financial support for this system has been an increasing one in recent years, but it is quite evident that more thorough and detailed planning is necessary now and in the years ahead if the State is to maintain and strengthen its higher educational system and provide financial support in a rational manner, i.e., economically and equitably.

If planning is to be successful, it must, at least, address the questions: Where have we been?, Where are we now?, Where do we wish to be in the years ahead?, and How do we get there? This report provides background information to help answer these questions. It attempts to portray the higher educational system of the State by presenting historical trend and current data on major aspects of the system and measuring the State's role in financing institutions, students and programs.

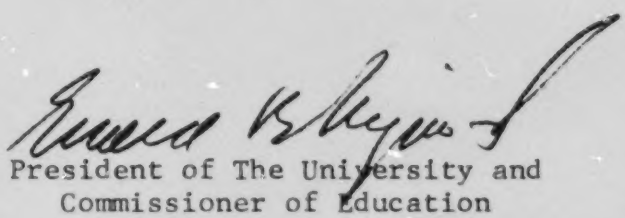
The report should serve as a basic reference source and as a point of departure for the Regents, college officials and public officials who must chart the future course of the State's higher educational system and its financing.

This is the first revised edition of the report of the same name published in March of 1976. It is our intention to make this a regular annual publication appearing shortly after the beginning of the new year.

Most of the data for the immediately preceding institutional academic and fiscal year do not become available in complete and reliable form until November or December. If the document is to be truly current, it must also include enrollment data for the fall of the academic year in which it is published; obviously, these figures cannot be compiled before these same months.

The first edition contained a number of errors, particularly in the areas of enrollments and degrees conferred. Fortunately, most of these errors were trivial being fourth or fifth digit discrepancies. A few were large enough to produce misleading results, particularly in the calculation of percentage changes and trends. We hope that all errors have been corrected and that no new ones have been made in the more recent data added. Trivial errors will at least have been avoided by rounding off much of the data to thousands and hundreds.

We look forward to receiving comments on and criticisms of this report and to suggestions for additions to, deletions from and improvements in its form and content.



President of The University and
Commissioner of Education

SUMMARY

During the past decade, the higher educational system of New York State has made significant and substantial gains, not only in numbers of institutions, programs, faculty and students, but in the funding of the system. This report is intended as a background paper illustrating and summarizing these major changes.

State Appropriations

- Appropriations have increased 51 percent in five years.
- During the same five-year period, higher education's share of the total State revenues has ranged from 10 to 12 percent.
- The relative share of total appropriations going to State University has decreased. It has increased for the community colleges and for aid to independent colleges. Student aid shows the greatest relative increase in State funding. The City University of New York received increased shares of State funds through the early years of this decade, but decreased shares in the past two years.
- The State provides 75 percent of State University funds, 40 percent of City University, 33-40 percent of community colleges and 5-10 percent of independent colleges and universities.
- Although the New York State percent of total revenues appropriated for higher education is near the mean when compared to other states, the percent increase in the past five years is less.

Cost Per Student and Tuition Rates

- Differences in educational cost per student at public and independent institutions with comparable programs are statistically insignificant.

- Tuition rates at independent colleges relate closely to their educational cost per student.

- Tuition charges at SUNY institutions cover only a little more than one-quarter of the educational cost per student.

Enrollments

- In the last 16 years, the enrollment shares of public and independent institutions have reversed from 35 percent public and 65 percent independent to 65 percent public and 35 percent independent.

- In the same period, the independent institutions have increased enrollments from 236 to 373 thousand students and the public from 144 to 608 thousand students.

- Major growth occurred in the public two-year college sector, enrollments increasing from 37 to 271 thousand students in 16 years.

- While full-time undergraduate enrollment has increased by 38 percent in the last six years, part-time undergraduate enrollment has increased by 57 percent.

- The independent colleges and universities have maintained the major share of graduate students, enrolling 64 percent of the total in 1975.

Degrees

- Associate degrees awarded now exceed 47,000 per year with 87 percent being awarded by the public institutions. Growth has been 54 percent in five years.

- Bachelor's degrees granted now exceed 87,000 per year, with an increase of 18 percent since 1970-71. The distribution: 30 percent at State University, 20 percent at City University and 50 percent at independent institutions.

- Master's degrees awarded have grown in number by 35 percent in five years and now exceed 40,000 per year; with 19 percent at State University, 16 percent at City University and 65 percent at independent institutions.

- More than 5,000 first-professional degrees are awarded each year with 17 percent at State University and 83 percent at independent institutions. Growth has been almost 40 percent since 1970-71.

- Doctoral degrees granted now exceed 3,500 per year with 23 percent at State University, 6 percent at City University, and 71 percent at independent institutions. Growth has been 7 percent the past five years.

Facilities

- The State University and independent institutions have constructed more than two-thirds of their facilities in the last 20 years and approximately 85 percent of their total facilities are in satisfactory condition.

- The City University belatedly established a construction program and 50 percent of its plant facilities are in need of remodeling or demolition. Rentals for leased space are a major budget component while new facilities are under construction.

- The square footage per student at State University senior campuses and the independent institutions is approximately three times that of the City University senior colleges.

- Debt service per student, per year amounts to about $720 for State University, about $325 at independent institutions.

Specific State Aid Programs: Students and Institutions

- Regents College Scholarships have not increased proportionately to enrollments; the ratio of scholarship holders to students enrolled has been falling.

- Scholar Incentive-Tuition Assistance Awards are now assisting more undergraduate students in public institutions than in independent institutions.

- Considering the total of State undergraduate student aid awards in 1975-76, State University had 26 percent of the State resident students and 37 percent of the awards; the SUNY community colleges had 17 percent of the students and 21 percent of the awards; the City University had 27 percent of the students and less than 1 percent of the awards; and the independent institutions had 31 percent of the students and 36 percent of the awards.

- The average award per student has been rising as the new TAP schedule takes full effect, with students in the independent sector receiving average awards well above those in the public sectors.

- State appropriations for educational opportunity programs have changed little in the past five years primarily because of increased funds from Federal programs for this purpose.

- State subsidies for health professions education have increased enrollments in medical, dental and nursing schools.

Trends and Prospects

- U.S. population growth is slowing down; the growth rate is lower in New York State than in the rest of the nation.

- Full-time undergraduate enrollment will plateau in 1980-81 and decline thereafter.

- The economy of New York State is static, if not in decline, and recessions affect the State more than they do the rest of the nation.

- Serious financial problems of the City and State of New York are requiring retrenchment, restructured priorities, and constraints on appropriations.

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THE HIGHER EDUCATIONAL SYSTEM OF NEW YORK STATE

I

STATE APPROPRIATIONS FOR HIGHER EDUCATION

For its 1976-77 fiscal year, New York State has appropriated more than $1.2 billion for support of higher education. In 1960-61, the State provided less than $100 million for all higher educational purposes. The appropriation level has increased by more than 50 percent in the five years since 1971-72 (Appendix Table I).

This rapid growth in expenditures reflects the recent State recognition of its responsibility for financing public and independent higher education. The major increase in State support has been for the growth and development of the State University system. Second in importance has been the growth of The City University of New York and the commitment of the State to significant sharing in the financing of this institution.

Thirdly, the State assumed some responsibility for the financial support of independent institutions by adoption of the Bundy program in 1968. These more recent years have also seen initiation and growth of programs for disadvantaged students, direct operating and capital aid to non-public medical, dental and nursing schools and a marked expansion, in 1974, of aid to students through the Scholar Incentive-Tuition Assistance Program.

Fifteen years ago, only about 6 percent of general State revenues went to higher education; by 1967-68, the figure had reached 10 percent and, over the past five years, the share for this purpose has ranged between 10 and 12 percent (Table 1).*

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*Compared to an average of 12.6 percent for the nation's 17 largest (in terms of tax revenues) states.

Table 1
New York State
Higher Education's Share
of Total State Revenues
1971-72 - 1976-77
($ Million)

	Total State Revenues*	Appropriation for Higher Education	Higher Education Percent Of Total
1971-72	$ 6,939	$ 830	12.0
1972-73	8,132	872	10.7
1973-74	8,400	1,012	12.0
1974-75	9,423	1,173	12.4
1975-76	9,974	1,230	12.3
1976-77	10,611	1,274	12.0

*Excluding Federal revenue sharing funds.

Distribution of State Aid

Not surprisingly, about one-half of the State's higher education outlay is for the State University (Table 2). Appropriations for the various institutions and programs of the University peaked at $667 million in 1975-76, almost $200 million above the level of 1971-72 and amounting to about 54 percent of the total State higher education appropriations. But more stringent State fiscal policies have brought a reduction in SUNY's funding to $637 million for 1976-77. The University's relative share of State funds has actually fallen somewhat since 1971-72, the declining relative share primarily attributable to higher State allocations to The City University of New York, increased Bundy aid to non-public institutions and adoption of the Tuition Assistance Program providing higher levels of State aid to students. (It is of some interest to note that the State University's share of 1960-61 appropriations of $90 million came to about 55 percent of the total; the balance of funds in that year went to the only other three State commitments for higher education: the colleges of the City of New York, the community colleges, and students, through the Regents Scholarship Program.)

The senior colleges of The City University of New York also received marked increases in State support in the first few years of this decade--based upon the 50-50 formula for State-City shares of operating budget net of tuition and fee income. State aid rose from $90 million in 1971-72 to $140 million in 1975-76. The open admissions policy, sharply rising enrollments and concomitant increases in costs had brought rapidly growing total budgets.

The initial State appropriation for 1975-76 had been $177 million--almost double the State aid of 1971-72. But the fiscal crisis of the City (and parallel and related problems for the State) resulted in deep cuts in CUNY's expenditures during that year. Budgetary excisions have continued through 1976-77; the University's share of State appropriations is now somewhat below the 1971-72 level of almost 11 percent.

State allocations to the growing community colleges have risen by 70 percent since 1971-72 to a current level of $156 million.

Table 2
Distribution of State Appropriations
For Higher Education
1971-72 and 1976-77
(Amounts in $ Million)

	Amounts		Percent Change	Percent of Total	
	1971-72	1976-77		1971-72	1976-77
State University of N.Y.[1]	$472.7	$636.7	34.7	57.0	50.0
City University of N.Y.[2]	90.0	130.8	45.3	10.8	10.2
Community Colleges[2]	92.0	156.0	70.0	11.1	12.2
Aid to Non-Public Institutions					
Bundy Aid[3]	26.9	62.7	133.1	3.2	4.9
Health Professions Educ.	12.9	16.1	24.8	1.6	1.3
Aid to Students[4]	75.5	209.9	178.0	9.1	16.5
Programs for Disadvantaged Students	44.3	39.0	(12.0)	5.3	3.1
Other State Education Support & Programs	8.0	8.0	-0-	1.0	.6
Other SUNY Programs	1.7	2.1	23.5	.2	.2
Other State Agencies and Special Programs	5.8	12.8	120.7	.7	1.0
Total	$829.8	$1,274.1	53.5	100.0	100.0

(continued)

Table 2 (continued)

[1]Excluding certain programs covered in categories below and including estimates of funds for employee benefits.

[2]State share of operating budgets.

[3]Aid formula increased by average of about 60 percent in 1973 and 12.3 percent in 1976; sixteen additional institutions became eligible for aid between 1971-72 and 1976-77.

[4]Increase mainly attributable to adoption of Tuition Assistance Program in 1974.

The program of direct aid to non-public colleges and universities now accounts for about $63 million per year, more than double the level disbursed to a smaller number of institutions in 1971-72. The increase is attributable largely to a 60 percent increase in the grant formula adopted in 1973 and a 12 percent increase in 1976. The aid program accounts for about 5 percent of total State higher educational funding.

In 1974, the State adopted a new capitation aid formula to subsidize its non-public medical and dental schools. This basic support supplemented funds paid under contracts for enrollment expansion. Together, these programs provided almost $14 million in operating aid during 1975-76. The enrollment expansion contracts were terminated in 1976 and new contracts were authorized to reward expansion of enrollment of upper-division transfer students. However, the new program provides less than $1 million per year resulting in total current support of the institutions dropping to $11.5 million in 1976-77. Continued payments under remaining capital construction grants add $4.6 million to the total support of these schools.

The State's new Tuition Assistance Program has resulted in an expansion of aid to students in both public and independent institutions of almost 180 percent over the past five years. These outlays, now in excess of $200 million per year, account for 16.5 percent of State funding.

State support of programs for disadvantaged students has increased only 12 percent over the five-year period. The relatively small increase here is attributable to higher levels of support from Federal funds and increased grants under the State's Tuition Assistance Program.

Comparison of State Appropriations to Institutional Expenditures

The total resource needs and expenditures of the institutions and programs are not, of course, reflected in these summary tabluations of State appropriations. The total expenditures of the State University of New York are considerably in excess of the direct State support, the balance of funds coming from student tuition, Federal and other governmental sources, gifts and grants for sponsored research and other programs and other

institutional income. Nonetheless, the State supplies about 75 percent of the funds expended by the State University for current educational operations.

Similarly, the total expenditures of the institutions of The City University of New York exceed the amounts shown in its budgetary requests to the City and the State. Until 1976, the legislative formula provided State aid in the amount of 50 percent of operating expenditures, net of tuition revenues, as presented in its budget submission as finally certified by the Mayor of the City of New York. These State funds came to an estimated 40 percent of its actual total operating budget. Legislation adopted in 1976 transfers budget review and approval to the State. The State share of funding will exceed 50 percent during 1976-77 and is likely to be increased in the future.

The community colleges receive between one-third and 40 percent of their operating expenditures from the State, the latter figure applying for those institutions that have adopted "full opportunity" admissions programs.* The balance of the financial needs of the institutions is met by student tuition charges and tax revenues of the sponsoring local government.

The program of direct State aid to non-public institutions has a widely varying impact on the various colleges and universities depending upon their enrollments, degrees conferred, program structure and other variables. The State's share of current educational operating expenditures of these institutions can be estimated at 5 to 10 percent.

New York State's Appropriation Compared to Other States

Comparison of the various states of the nation with respect to tax revenues and appropriations for higher education is at best of doubtful validity and, at worst, dangerously deceptive. The various states differ widely in the range and level of state-supported activities and services versus those which are supported by local governments. In some states, the burden of financing public school systems falls dominantly, if not

*And whose expenditures fall within State mandated expenditure ceilings.

totally, upon local governments; in others, the state is dominant. Other functions of local governments may be heavily subsidized by revenues collected by the state and shared with these other entities. Major capital expenditures for some are funded currently, for others through long-term debt issues, and for still others through independent public authorities whose bond issues and expenditures are not part of the state budget. The higher educational systems of some states are funded almost totally by state appropriations with very low tuition charges to students; in other states, tuition revenues contribute significant amounts and shares to the cost of institutional operations.

Nonetheless, such data on tax revenues and higher educational appropriations are collected and published. Table 3 contains such a tabulation for the 17 states with the highest total tax revenues--for what it is worth. One notes that New York's appropriations for higher education in 1971-72 came to 12 percent of total tax revenues. This figure is very close to the average for the 17 states. All 17 states had significant increases in such appropriations over the four-year period ranging from a low of 22 percent for Connecticut to almost 100 percent for the State of Texas. The weighted average increase for all 17 states is 61 percent with New York's increase coming to 51 percent. New York's expanded financing for higher education is not unique, but in fact, relatively modest in comparison to the efforts of other states.

More recent figures indicate that between 1974-75 and 1976-77, appropriations for higher education by all states combined increased by 24 percent. New York's 1976-77 appropriations for higher education were only 8 percent above 1974-75.

For the most part, the increase in appropriations by all the states failed to keep up with the combined growth in costs and enrollments. Between 1974-75 and 1976-77, the combination of enrollment growth and increases in the Higher Education Price Index, which measures the cost to colleges of goods and services, rose 29 percent.

The failure of appropriations to keep up with costs means that, nationally, the purchasing power of State appropriations is only 7 percent greater in 1976-77 than in 1974-75. In ten states, including New York, there was a decrease in purchasing

Table 3

State Tax Revenues and Appropriations
For Higher Education
Selected States
1971-72 and 1975-76
(Amounts in Million Dollars)

	1971-72			1975-76	
	Total Tax Revenues	Approp. Higher Education	Percent for Hi. Educ.	Approp. Higher Education	Percent Increase 1971-75
New York	$ 6,939	$ 830	12.0	$1,253	51
California	6,740	854	12.7	1,542	81
Pennsylvania	3,863	347	9.0	623	80
Illinois	3,398	475	14.0	643	35
Michigan	3,062	379	12.4	557	47
Texas	2,572	418	16.3	830	99
Ohio	2,189	286	13.1	452	58
Florida	1,990	248	12.4	411	66
Wisconsin	1,628	226	13.9	334	48
Minnesota	1,324	165	12.4	251	52
Maryland	1,272	142	11.2	207	46
Georgia	1,198	163	13.6	240	47
Indiana	1,187	201	17.0	295	47
Connecticut	989	112	11.8	137	22
Iowa	759	120	15.8	195	63
Colorado	602	113	18.8	184	63
Arizona	595	98	16.4	163	66
Totals	$40,309	$5,176	12.8	$8,317	61

Sources: M. M. Chambers of Illinois State University
The Book of the States, The Council of State Governments, 1974.

power, ranging from a 1 percent decrease in Pennsylvania to a 17 percent decrease in Maine. In contrast to the national average, the purchasing power of New York State appropriations for higher education in 1976-77 was 7 percent less than that for 1974-75.

II

EXPENDITURES OR "COSTS" PER STUDENT AND TUITION RATES

Costs Per Student

It is possible, with a reasonable degree of accuracy, to determine the expenditures made by individual institutions on their educational activities, to calculate costs per student enrolled and to compare such costs among institutions.* Certain conclusions which can be expressed as pecuniary platitudes are familiar to students of college finances. The first is that institutions tend to live within their means, even though there ars many incurring deficits and others with salutary surpluses. The independent institution which was founded one hundred or more years ago, which has achieved a prestigious reputation and which has accumulated a significant endowment will have higher expenditures per student than the newer institutions without these attributes. Similarly, the public institution which is funded more generously by its governmental sponsor will spend more per student than the one which is offered less funds. Next in this litany: there is more variation in the cost per student among independent institutions than there are differences between the average independent institution and the average publicly sponsored institution. And finally, there is little diversity in the level of expenditures per student among those public institutions of a given type and function which are part of the same publicly sponsored system.

From the mid-1960's through 1974-75, the expenditures or costs of higher educational institutions had been rising at

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*See Appendix for "A Note on the Determination of Cost Per Student", setting forth the method used in calculating costs cited in this section and describing the bases for improvements in cost calculations and comparisons made in recent years.

an average annual rate of approximately 7.5 percent. This rate was the average for the 15 independent institutions whose data are presented in Table 4. But the "energy crisis" has brought sharply rising outlays for fuel and utility charges so that the higher education inflation rate has increased in the past [illegible] years. Dropping the extremes, expenditures per full-time [illegible]lent student in 1972-73 ranged from $1,800 to $3,300 per y[illegible]d averaged just under $2,400. The average rose to $3,100 in [illegible]-76, for a three-year increase of 32 percent or 10 percent per year.

An inverse relationship exists between changes in student enrollment and expenditures per student. In general, unit costs rise more sharply for those institutions which have lost enrollment and may actually fall for some institutions which have had increases in enrollment. The resource commitments of an institution are already set before the enrollments at the beginning of the academic year are known. Adjustments in the level of variable resources committed can only be made over a period of two years or more. Those familiar with the nature of the institutions listed will perceive some validity in the platitudes expressed in the first part of this discussion of costs.

Table 5 presents comparable data for 1972-73 and 1973-74 for the 10 fully operational State University colleges. The average cost per student per year in 1972-73 for these 10 institutions was almost identical to that of the 15 independent institutions. Data for the SUNY colleges for 1975-76 were not available at the time of this writing. Application of the same inflation rate which has affected the independent colleges would, of course, bring 1975-76 average costs for these institutions to about $3,100 also.

Since the public institutions are funded on the basis of budgetary formulae, the variation of costs among them is small. Unlike the independent institutions, the public colleges generally operate at or near their enrollment capacity. Six of the independent institutions have lower costs than do the public, 9 have higher costs. All of the public institutions had increases in enrollments between the two years (except one for which an identical enrollment figure was reported) averaging 4.2 percent.

Table 4
Educational and General Expenditures[1]
Per Full-Time Equivalent Student (FTES)[2]
Representative State-Aided Independent Institutions
1972-73 and 1975-76

	1972-73		1975-76		Percent Change	
	FTES	E & G Expend. Per FTES	FTES	E & G Expend. Per FTES	FTES	E & G Expend. Per FTES
Adelphi University	6,306	$2,243	8,024	$2,893	27.2	29.0
Hofstra University	10,120	2,138	8,449	2,891	(16.5)	35.2
Pace University	6,863	1,884	8,504	2,713	23.9	44.0
Barnard College	1,945	3,256	1,910	4,273	(1.8)	31.2
Colgate University	2,543	3,056	2,609	4,112	2.6	34.6
Elmira College	2,176	1,326	2,374	1,635	9.1	23.3
Hartwick College	1,727	2,869	1,703	3,794	(1.4)	32.2
Hobart & Wm. Smith Colleges	1,603	3,005	1,788	3,700	11.5	23.1
Ithaca College	4,305	2,594	4,555	3,164	5.8	22.0
Russell Sage College	2,954	1,862	3,116	2,117	5.5	13.7
St. Lawrence University	2,441	2,535	2,545	3,134	4.6	23.6
Skidmore College	2,043	3,097	2,312	3,802	13.2	22.8
Union College	2,376	2,746	2,608	3,668	9.8	33.6
Vassar College	2,204	3,737	2,250	4,620	2.1	23.6
Wagner College	2,718	2,337	2,382	3,162	(12.4)	35.3
Average 15 Institutions	3,488	$2,353	3,675	$3,110	5.4	32.2

[1]Educational and General Expenditures as defined by accepted accounting guides and as reported by the institutions adjusted by exclusion of expenditures for sponsored research, other sponsored programs, indirect costs attributable to such sponsored activities, student aid and debt

(continued)

Table 4 (continued)

service. The resulting figure is considered to be the most practicable measure of the "cost" of providing educational services to students.

[2]Full-Time Equivalent Students (FTES) = full-time fall enrollment + .3 (part-time undergraduates) + .4 (part-time graduate and first-professional) + .15 (summer session undergraduates) + .2 (summer session graduate and first professional).

Table 5
Educational and General Expenditures[1]
Per Full-Time Equivalent Student (FTES)[2]
State University Colleges
1972-73 and 1973-74

	1972-73		1973-74		Percent Change	
	FTES	E & G Expend. Per FTES	FTES	E & G Expend. Per FTES	FTES	Expend. Per FTES
Brockport	8,340	$2,257	8,800	$2,406	5.5	6.6
Buffalo	8,716	2,673	9,500	2,724	9.0	1.9
Cortland	5,078	2,461	5,200	2,575	2.4	4.6
Fredonia	4,817	2,254	5,000	2,347	3.8	4.1
Geneseo	5,068	2,357	5,230	2,610	3.2	10.7
New Paltz	6,343	2,362	6,343	2,595	-	10.0
Oneonta	5,733	2,429	5,800	2,627	1.2	8.2
Oswego	7,376	2,359	7,700	2,413	4.4	2.3
Plattsburgh	4,985	2,328	5,350	2,396	7.3	2.9
Potsdam	4,615	2,536	4,731	2,582	2.5	1.8
Average 10 Inst.	6,107	$2,410	6,365	$2,530	4.2	5.0

[1]As defined for Table 4 . Expenditure data are from Annual Reports of The Chancellor for the respective years. Educational and General Expenditures for each institution have been adjusted by the same factors applied to the data for the independent institutions. Three expenditure elements for SUNY have been pro-rated and allocated to the institutions: Central Administration, Employee Benefits and certain items of University-wide Programs.

[2]As reported in succeeding years' Executive Budgets of New York State.

If one thing is evident from these tabulations, it is that the costs of providing education do not differ significantly between public and independent institutions. Nor should it be expected that they would differ so long as one compares institutions of similar size, mission and programs. The higher educational process and the resources employed are quite the same whether the institution is in the public or independent sector.

Tuition Rates

The cost of producing or supplying educational services has thus far been cited. Data on the prices charged to students by the 15 independent institutions are displayed in Table 6. Commensurate with the rise in costs, tuition rates have also been increased by an average of 7.9 percent per year over the past ten years.

We note also that most of these independent institutions set tuition rates closely approximating their educational cost per student. The average tuition rate was $157 or 7 percent above average cost in 1972-73; in 1975-76, average tuition of $3,015 (not shown in table) was $95 or 3 percent below cost.

Tuition income does not cover the full cost of education. The tuition rates are the nominal or gross tuition rates billed to students. Tuition income along with other general income is redistributed among students through scholarship grants. For these independent institutions, about 63 percent of the scholarship grants are unfunded by gifts or the income from restricted scholarship endowment funds. The result is that an average of 8 to 10 percent of tuition income is not collected in cash but is redistributed among students through scholarship grants. In effect, those whose income level is sufficiently high to require them to pay full tuition have some of their tuition payments redistributed to those who cannot afford to pay the full charge.*

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*For additional data and discussion of these matters, see The State-Aided Colleges: Financial Profiles - 1969-1973, The State Education Department, Albany, New York, March 1974.

Table 6
Tuition Rates and Increases
Representative State-Aided Independent Institutions
1966-1976

	Tuition Rates Per Academic Year[1]				Percent Increase 1966-1976	
	1966-67	1969-70	1972-73	1976-77	10-Years	Per Year[2]
Adelphi University	$1,495	$1,800	$2,328	$3,260	118	8.1
Hofstra University	1,390	1,650	2,370	3,285	136	8.9
Pace University	1,240	1,400	2,035	2,500	102	7.3
Barnard College	1,800	2,100	2,960	3,965	120	8.2
Colgate University	1,950	2,450	2,950	3,885	99	7.1
Elmira College	1,835	2,050	2,985	3,300	80	6.1
Hartwick College	1,400	1,700	2,550	3,850	175	10.6
Hobart & Wm. Smith Col.	1,750	2,200	2,785	3,570	104	7.4
Ithaca College	1,870	2,365	2,860	3,675	97	7.0
Russell Sage College	1,300	1,500	2,100	2,600	100	7.2
St. Lawrence Univ.	1,750	2,325	2,718	3,395	94	6.9
Skidmore College	1,815	2,400	3,005	3,975	119	8.2
Union College	1,833	2,145	2,760	3,750	105	7.4
Vassar College	1,500	2,130	2,815	3,600	140	9.2
Wagner College	1,610	1,810	2,290	2,850	77	5.9
Average[3]	$1,565	$1,920	$2,510	$3,315	112	7.9

[1]Tuition charge plus general fee, but excluding special fees, student activities fees, etc.
[2]Compound annual rate of increase.
[3]Weighted by institutional enrollments.

The undergraduate tuition rate of the State University through 1975-76 was $650 for lower-division and $800 for upper-division students. Thus, tuition charges covered 24 to 30 percent of the average cost of educational services provided to these students, as opposed to tuition rates of the private institutions approximating 100 percent of cost.

By 1975-76, SUNY tuition covered, perhaps, 24 percent of the higher cost per student. The University increased tuition by $100 in 1976, somewhat restoring the ratio of tuition to cost which had earlier prevailed.

The tuition differential is, of course, the economic basis for the State's Tuition Assistance Program; the virtually identical costs of the public and independent institutions and the obvious cost-price differential provide additional economic rationale for the State's student aid program.

III

ENROLLMENT LEVELS AND DISTRIBUTION

New York State has some 240 degree-granting postsecondary educational institutions (Table 7).* Independent colleges and universities were the largest sector of higher education until the early 1960's. Obviously, the absence of a comprehensive State university system both permitted and stimulated the founding and growth of private colleges. The State has 133 independent higher institutions ranging from the small two-year junior college to the major comprehensive university. The growth of the State University of New York and The City University of New York over the past 15 years is certainly the most dramatic that has ever occurred in any public system. In all, the State University has under its aegis, 64 institutions, including 28 offering programs leading to the baccalaureate and higher degrees, 6 two-year agricultural and technical institutes and 30 community colleges. This large and complex system is hardly to be compared with the structure of the State's public higher education component of the late 1940's.

*The count varies slightly depending upon the identification and classification of independently chartered versus affiliated institutions.

Table 7
New York State's
Higher Education System[1]
Institutions, Enrollments, Degrees
1975-76

Sector/Type of Institution	Number of Institutions	Enrollment Fall 1975[a]	Degrees 1975-76[b]
State University of New York	64	357,600	62,677
University Centers	4	64,000	12,370
University Colleges	14	89,800	17,285
Health Sciences Centers	2[c]	6,800	1,717
Specialized Colleges	3	3,600	733
Statutory Colleges	5	7,400	1,938
Two-Year			
Agricultural & Technical	6	29,400	6,991
Community Colleges	30	156,600	21,643
City University of New York	19	250,800	34,301
Graduate School	1	2,900	d
Senior Colleges	10	162,600	24,319
Community Colleges	8	85,300	9,982
Regents External Degree Program	1	3,300[e]	1,232
Independent	157	386,200	81,157
Multiversities	5	85,600	21,024
Universities	6	76,700	17,319

(continued)

Table 7 (continued)

Sector/Type of Institution	Number of Institutions	Enrollment Fall 1975[a]	Degrees 1975-76[b]
Independent (continued)			
College Complexes	26	79,900	16,331
Colleges	35	49,400	9,059
Engineering & Technical	8	50,200	8,017
Specialized Colleges	10	15,300	3,553
Health Sciences Centers[2]	8	4,500	1,109
Seminaries	19	3,100	725
Two-Year			
Traditional	16	8,700	2,227
Degree Program	24	12,800	1,793
All Institutions	241	994,600	179,367

[1]Data are for degree-granting institutions.

[2]Data include Cornell University Medical College; however, this unit is not counted as a separate institution.

[a]Degree-credit, full- and part-time, undergraduate, first-professional, and graduate.

[b]Estimate; SUNY data are 1974-75.

[c]Data include the centers at Buffalo and Stony Brook; however, these are not counted as separate institutions since they are parts of the university centers at those locations.

[d]Included in senior colleges.

[e]The enrollments listed for the Regents External Degree Program are actually "registrants" and are not included in the grand total.

The City University of New York has grown from 4 colleges in the 1930's to 11 senior institutions and 8 community colleges (the latter, until 1975, having been technically under the jurisdiction of the State University). Its growth has brought about a new and significant presence of public higher education in the metropolis.*

Distribution of Student Enrollments

The growth and development of the public sector has been the major factor in a doubling of the higher education capacity of the State over the past 20 years and it has also brought about dramatic changes in the distribution of student enrollments. In the Fall of 1975, the public and independent institutions of the State enrolled 549,000 full-time undergraduate students (Table 8). This number was supplemented by an additional 256,000 part-time undergraduates. Full-time graduate and professional degree students numbered 64,000 and part-time students at these levels numbered 125,000. Thus, the total number of students in attendance at the public and independent higher institutions of the State was about 995,000.

The 1975-76 year may have been the peak year for enrollments. Preliminary counts for the Fall of 1976 indicate total enrollments of 936,000, down 58,000 or almost 6 percent from 1975 (Table 9). The fiscal crisis of the City of New York and budgetary restraint by the State are the major factors in the declining enrollments of both the City and State Universities. Both full- and part-time undergraduate enrollments of SUNY declined by 2.6 percent from the Fall of 1975. The City University lost 16 percent in full-time and almost 30 percent in part-time undergraduates. Graduate enrollments dropped sharply in both institutions, especially so in part-time students.

The independent sector, however, after sustaining losses in enrollment over a five-year period, increased enrollments of all classes of students except part-time graduate students.

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*The structure of CUNY is now undergoing some change, such that the number and classification of institutions noted here may not hold for 1977 and future years.

Table 8
Degree-Credit Enrollment
In New York State, Fall 1975
(Thousand)

Type/Sector of Institution	Undergraduate				Graduate*				Headcount	
	Full Time	% of Total	Part Time	% of Total	Full Time	% of Total	Part Time	% of Total	Number	Percent
State University										
Four-Year	111.6	20.3	18.5	7.2	15.7	24.5	25.8	20.6	171.6	17.3
Two-Year	104.2	19.0	81.9	32.0	--	--	--	--	186.0	18.7
Total State University	215.8	39.3	100.4	39.2	15.7	24.5	25.8	20.6	357.6	36.0
City University										
Four-Year	87.6	15.9	51.0	20.0	4.5	7.1	22.4	17.9	165.4	16.6
Two-Year	44.5	8.1	40.8	15.8	--	--	--	--	85.3	8.6
Total City University	132.1	24.0	91.8	35.8	4.5	7.1	22.4	17.9	250.8	25.2
Independent										
Four-Year	184.1	33.6	59.9	23.3	43.7	68.4	77.0	61.5	364.7	36.6
Two-Year										
Traditional	7.2	1.3	1.5	.6	--	--	--	--	8.7	.9
Degree-Program	10.1	1.8	2.8	1.1	--	--	--	--	12.9	1.3
Total Independent	201.4	36.7	64.1	25.0	43.7	68.4	77.0	61.5	386.1	38.8
Total New York State	549.3	100.0	256.3	100.0	63.9	100.0	125.2	100.0	994.5	100.0

*Includes first-professional.

Table 9
Preliminary Count of Opening Fall Enrollment-1976
In New York State And
Percent Change From Fall of 1975
(Thousand)

	Undergraduate				Graduate and First Professional			
	Full-Time		Part-Time		Full-Time		Part-Time	
	Number	% Change /1975	Number	% Change /1975	Number	% Change /1975	Number	% Change /1975
Total State	536.6	- 2.3	228.2	-11.0	64.3	+ .6	106.9	-14.6
State University State Operated	129.2	- 2.6	26.1	- 2.6				
Senior Inst.	109.1	- 2.3	17.7	- 4.2	14.8	- 5.4	21.6	-15.9
Ag. & Tech. Cols.	20.1	- 4.5	8.4	+ .8	-	-	-	-
City Univ. of N.Y. Senior Colleges	72.0	-16.1	35.0	-29.3	4.2	- 7.2	14.3	-36.2
Community Colleges	126.9	- 1.8	99.3	-14.2				
SUNY	81.4	- 1.9	70.1	- 4.7				
CUNY	45.5	- 1.6	29.2	-30.7				
Independent Inst.	208.5	+ 3.0	67.8	+ 4.3				
Four-Year	188.1	+ 2.7	59.0	+ 1.2	45.3	+ 3.7	71.0	- 7.7
Two-Year	20.4	+ 5.9	8.8	+31.5				
Traditional	7.1	+ 3.4	2.3	+ 9.6				
Degree Program	13.3	+ 7.4	6.5	+41.5				

As a result of these changes, the distribution of enrollments among public and independent institutional sectors which had shown a marked shift toward the public, has also changed. It is quite possible that there will be some stabilization of "market shares" in the years ahead.

While independent institutions were dominant until the post-World War II period, by 1975-76 they enrolled only 35 percent of the full-time undergraduates.* The various institutions of the State University enrolled a proportion approaching 40 percent of such students and those of The City University of New York enrolled about 25 percent. But developments in the current year have changed these ratios to: independents-39, State University-39, and City University-22.

The independent institutions continue to enroll about two-thirds of graduate and professional students.

While the State's population is about 8.5 percent of that of the nation, its institutions of higher education enroll 10 percent or more of the nation's students--depending partly, again, on how one counts such students.

Enrollment Growth of the 1960's

Total headcount enrollments in the State's colleges and universities of 382,000 in 1960 increased by almost 50 percent to 569,000 in 1965 and rose by another 34 percent between 1965 and 1970 to a level of 764,000 (Table 10). We have seen that those enrollments reached a level of 995,000 in the Fall of 1975, a further increase, in the latest five-year period, of 30 percent. All sectors, public and private, and almost every individual institution grew during the decade of the 1960's, but so also did most systems and institutions throughout the country. More interesting and more pertinent to New York's case was the change in distribution of enrollments.

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*Excluding Proprietary or Degree-Program institutions.

TABLE 10

New York State Colleges and Universities
Total Head-Count Enrollment
1960-1965-1970
(Thousand)

	1960	% of Total	1965	% of Total	1970	% of Total	Percent Increase 1960/65	Percent Increase 1965/70
State University	82.7	21.6	174.0	30.6	321.1	42.0	110.4	84.5
Four-Year	45.2	11.8	76.0	13.4	132.2	17.3	68.1	73.9
Two-Year	37.5	9.8	98.0	17.2	188.9	24.7	161.3	92.8
City University*	62.5	16.4	105.1	18.5	129.0	16.9	68.1	22.7
Independent Institutions	236.5	62.0	289.9	50.9	314.1	41.1	22.6	8.3
Four-Year	233.6	61.2	282.7	49.7	306.3	40.1	21.0	8.3
Two-Year	2.9	.8	7.2	1.2	7.8	1.0	148.3	8.3
Total State	381.7	100.0	569.0	100.0	764.2	100.0	49.1	34.3

*Excluding two-year colleges, which are included under State University.

Independent institutions grew by about one-third during the decade; enrollments in the senior institutions of the State University almost tripled; those in the rapidly developing community colleges under the supervision of State University grew by four-fold; finally, the colleges of The City University of New York more than doubled their enrollments.

The pattern of development continued through the 1975-76 year. In those last five years, enrollments of State University institutions, including the community colleges, had risen by 38 percent, those of the City University by 28 percent and those of the independent institutions by an additional 12 percent (Table 8).

The differential growth of the sectors obviously produced marked changes in the relative shares of the sectors. While State University institutions enrolled about 22 percent of all students in 1960, in 1975 they enrolled 36 percent. The share of City University, excluding the eight community colleges under its jurisdiction, remained almost constant between 16 and 17 percent--although total growth, as we have noted, was substantial. The relative share of the independent institutions had fallen from 62 percent in 1960 to 37 percent.

The public community colleges, by number, mission and location, have been of major importance in opening access and opportunity for higher education for young people (and many older) of the State. We note that the upstate community college enrollments, combined with those of the two-year agricultural and technical institutes, exceed those of the senior institutions of the State University. The community colleges of The City University of New York have grown in parallel with the senior colleges.

In summary, New York State could not have shared in the massive growth of higher educational enrollments which the nation experienced during the 1960's without the expansion and development of its public institutions. While some additional numbers of high school graduates who could not have found access in New York would have attended institutions out of State, it is quite probable that a far greater number of such potential students would simply not have attended college.

Enrollment Expansion: 1969-1975

In the six years between 1969 and 1975, first-year full-time enrollments increased by 24 percent (Table 11). Most significant to this growth has been the role of the public community colleges. The two-year institutions of the State increased freshman enrollments by more than one-third while the senior institutions increased their admissions of first-year students by less than 17 percent. Most dramatic has been the growth of enrollment in the eight community colleges in the City of New York, with entering classes rising by 55 percent. The upstate community colleges enrolled 32 percent more freshmen by the end of the six-year period while the two-year institutions of the independent sector (historically small in total size) experienced an increase of 10 percent in first-year students.

The two-year public institutions now enroll more than 40 percent of all first-year students.

The four-year institutions of the State enrolled a smaller percentage of first-year students in 1975 than they did six years earlier, 57 percent versus 61 percent. The senior institutions of the State University enrolled about the same relative share of first-time freshmen as they did in 1969, slightly more than 15 percent. City University increased the first-year students in its senior institutions from 9.3 percent of the State total in 1969 to 11.2 percent in 1975. The independent institutions, in the Fall of 1975, enrolled only 4.6 percent more freshmen than they did in 1969 with their share of total first-year enrollments dropping from 38 percent to 32 percent.

The level and distribution of first-time freshmen in any given year gives us some forecast of total undergraduate enrollments in the immediately following years.

The six-year period ending in the Fall of 1975 saw total State full-time undergraduate enrollments rise by almost 38 percent. The four-year institutions of State University increased enrollments by 42 percent and those of the City University by 60 percent. By the Fall of 1973, the independent institutions enrolled 2.4 percent fewer students than they did four years earlier but by 1975, they had again increased enrollment—by 20,000 over 1973 and by 9 percent over the level of 1969 (Tables 12 and 13).

Table 11
Full-Time First-Time Freshmen
In New York State, Fall 1969 and Fall 1975
(Thousand)

Type/Sector of Institution	Fall 1969		Fall 1975		Change 1969-75	
	Number	Percent	Number	Percent*	Number*	Percent*
State University of New York						
Four-Year	18.8	15.4	23.6	15.5	4.7	25.2
Two-Year	36.5	29.8	48.3	31.9	11.9	32.5
Total State University	55.3	45.2	71.9	47.4	16.6	30.0
City University of New York						
Four-Year	11.3	9.3	17.0	11.2	5.6	50.1
Two-Year	8.8	7.2	13.7	9.0	4.9	55.1
Total City University	20.1	16.5	30.7	20.2	10.5	52.3
Independent						
Four-Year	43.9	35.9	45.8	30.2	1.9	4.2
Two-Year						
Traditional	3.0	2.4	3.3	2.2	.3	10.3
Degree-Program	--	--	6.1	--	NA	NA
Total Independent	46.9	38.3	55.2	32.4	2.2	4.6
Total Four-Year	74.1	60.6	86.4	57.0	12.3	16.6
Total Two-Year	48.3	39.4	71.4	43.0	17.0	35.3
Total New York State	122.3	100.0	157.8	100.0	29.3	23.9

*Excluding "Degree-Program" Institutions.

Table 12
Full-Time Undergraduate Enrollment
In New York State: 1969, 1971, 1973, 1975
(Thousand)

Type/Sector of Institution	Fall 1969	Fall 1971	Fall 1973	Fall 1975	Change: 1969-1975 Number	Change: 1969-1975 Percent
Four-Year Institutions						
State University	78.8	93.1	99.6	111.6	32.8	41.6
City University	54.8	77.9	84.6	87.6	32.7	59.7
Independent	168.7	172.1	164.7	184.1	15.4	9.1
Total Four-Year Institutions	302.3	343.1	348.9	383.3	80.9	26.8
Two-Year Institutions						
State University	68.6	82.8	88.6	104.2	35.5	51.8
City University	21.7	35.9	41.3	44.5	22.8	105.3
Independent						
Traditional	6.1	5.3	6.5	7.2	1.1	17.5
Degree-Program	--	--	6.7	10.1	3.3*	49.9*
Total Two-Year Institutions	96.4	124.0	143.1	166.0	69.5	72.1
Total New York State	398.7	467.1	492.0	549.3	150.4	37.7

*Change calculated is that for 1973 to 1975.

Table 13
Percentage Distribution of Full-Time Undergraduate Enrollment
In New York State: 1969, 1971, 1973, 1975

Type/Sector of Institution	Fall 1969	Fall 1971	Fall 1973	Fall 1975	Change* 1969-1975
Four-Year Institutions					
State University	19.8%	19.9%	20.2%	20.3%	.5%
City University	13.7	16.7	17.2	15.9	2.2
Independent	42.3	36.8	33.5	33.6	(8.7)
Total Four-Year Institutions	75.8	73.4	70.9	69.8	(6.0)
Two-Year Institutions					
State University	17.3	17.8	18.0	19.0	1.7
City University	5.4	7.7	8.4	8.1	2.7
Independent					
Traditional	1.5	1.1	1.3	1.3	(.2)
Degree-Program	--	--	1.4	1.8	1.8
Total Two-Year Institutions	24.2	26.6	29.1	30.2	6.0
Total New York State	100.0	100.0	100.0	100.0	--

*The arithmetic difference between the percentage in Fall 1975 and Fall 1969.

Part-Time Enrollments

Part-time undergraduate enrollments rose even more rapidly than full-time between 1969 and 1975, with a statewide increase of 57 percent. While the senior institutions of State University enroll a relatively small proportion of part-time students (about 7 percent), they showed the greatest rate of increase by doubling such enrollments over the six-year period. The number of these students enrolled in the senior institutions of the City University increased by 17,000 over the six years, for a growth rate of 51 percent. The senior independent institutions continued to enroll the largest number and share of part-time students in the senior institutional group, with an increase over the six years of about 20,000 or 48 percent.

The greatest numerical growth in part-time undergraduates occurred in the community colleges (and SUNY agricultural and technical colleges) with 44,000 additional students enrolled in 1975 over the 1969 level, an increase of 55 percent (Table 14). Not only have the community colleges been the institutions with the greatest growth of part-time enrollments, but they have, in fact, apparently filled a great need in this area. One notes that the enrollment of these part-time students in the senior institutions of the State University has increased by only 7,000 in the dozen years since 1963. There were 2,000 fewer part-time undergraduates in the independent institutions than there were 12 years earlier. In effect, almost all of the net growth in total part-time enrollments since 1963 has occurred in the community colleges.

Graduate Enrollments

Although the public institutions have been developing graduate and professional education schools and programs over the past decade, the independent institutions continue to be dominant in these fields. In 1963, the independent colleges and universities enrolled more than 80 percent of full-time graduate and professional students. With the State University increasing its enrollment of these students from about 4,000 in 1963 to more than 15,000 today, and the City University, traditionally committed to undergraduate education, developing its postgraduate programs to a level of 5,000 students, the share of the independent sector has dropped to about 68 percent.

Table 14
Part-Time Undergraduate Enrollment
In New York State: 1969, 1971, 1973, 1975
(Thousand)

Type/Sector of Institution	Fall 1969	Fall 1971	Fall 1973	Fall 1975	Change: 1969-1975 Number	Change: 1969-1975 Percent
Four-Year Institutions						
State University	9.2	10.8	14.4	18.5	9.3	100.5
City University	33.7	35.4	46.5	51.0	17.3	51.3
Independent	40.3	37.1	50.6	59.9	19.5	48.4
Total Four-Year Institutions	83.2	83.3	111.5	129.4	46.1	55.3
Two-Year Institutions						
State University	53.1	60.4	65.9	81.9	28.9	54.4
City University	26.1	30.8	37.0	40.8	14.7	56.3
Independent						
Traditional	1.0	1.0	1.2	1.5	.5	43.3
Degree-Program	--	--	2.1	2.8	.7*	33.4*
Total Two-Year Institutions	80.2	92.2	106.2	127.0	46.8	58.4
Total New York State	163.4	175.5	217.7	256.3	92.9	56.8

*The change calculated is that occurring between 1973 and 1975.

The picture of part-time enrollments of graduate and professional students is somewhat different: the City University has long enrolled a significant number of part-time students at these levels and today enrolls 18 percent of the State total. The institutions of the State University enroll 21 percent with the independent institutions enrolling 61 percent of these students (Table 15).

The major independent universities, a few smaller universities and large colleges, and a number of specialized institutions have built up, over 100 years or more, the facilities, libraries and faculties to offer programs for advanced degrees and professional degrees. It is likely that they will continue to hold a dominant position in these fields. Contrary to the projected trends in undergraduate enrollments, it is anticipated that the number of students pursuing graduate and professional degrees will continue to grow in the years immediately ahead and maintain relative stability through the 1980's.

IV

OUTPUT OF THE SYSTEM: DEGREES AWARDED

The "outcomes" of higher educational activity would be properly measured not simply by the count of degrees conferred but by the difference in the quantity and quality of knowledge possessed by the students between the time they entered the institutions and left them as graduates with diplomas in hand. More than that, "outcomes" would include measures of research completed and findings published, changes in and additions to the content of courses, curricula and programs, improvements in institutional management, and services provided to the public through workshops, institutes, continuing education programs, etc.

But, for the purposes at hand, we are left with those variables which are easily expressed in quantitative terms and which can serve as general measures of and surrogates for the total growth of the system and the differential growth of its components.

Table 15
Graduate and First-Professional Degree-Credit Enrollment By Sector
In New York State: Fall 1972 to Fall 1975
(Thousand)

Type/Sector of Institution	Fall 1972	Fall 1973	Fall 1974	Fall 1975 Number	Fall 1975 Percent*	Change 1972-75 Number	Change 1972-75 Percent
State University							
Full-Time	13.7	14.2	14.7	15.7	24.5%	2.0	14.0%
Part-Time	23.0	24.3	25.6	25.8	20.6	2.8	12.3
Total State University	36.7	38.5	40.3	41.4	21.9	4.8	12.9
City University							
Full-Time	4.9	4.8	5.5	4.5	7.1	(.3)	(7.0)
Part-Time	25.2	27.3	26.5	22.4	17.9	(2.8)	(11.2)
Total City University	30.1	32.1	32.0	26.9	14.3	(3.1)	(10.5)
Independent							
Full-Time	39.9	41.3	42.1	43.7	68.4	3.8	9.6
Part-Time	66.5	68.4	73.3	77.1	61.5	10.6	15.9
Total Independent	106.4	109.7	115.4	120.8	63.8	14.4	13.5
All Sectors							
Full-Time	58.5	60.3	62.3	63.9	100.0	5.4	9.3
Part-Time	114.7	119.9	125.4	125.2	100.0	10.5	9.2
Total New York State	173.2	180.3	187.7	189.1	100.0	15.9	9.2

*Percentages express shares of each sector of each type of enrollment--full-time, part-time, and total.

Associate Degrees Awarded

In reviewing enrollments, we have commented on the dramatic growth of the community colleges and the significant role they now fill in the State's higher educational system. Their contribution is strongly evident in the growth in the number of associate degrees they confer. For the entire State, the total number of such degrees conferred rose from 31,000 in 1970-71 to almost 48,000 in 1975-76, an increase of more than 50 percent in the past five years (Table 16).

There is little merit in comparing the public and independent sectors in this field of education. The independent two-year colleges have never been large in number or size, many of them are specialized in mission and program, and they have addressed their curricula to limited student constituencies. Only a few of the senior independent institutions continue to offer two-year programs leading to associate degrees.

The public institutions, then, are dominant in the conduct of two-year programs leading to the associate degree. The 30 upstate community colleges and 6 agricultural and technical colleges of the State University have increased their production of associate degree graduates by almost 50 percent in the past five years (Table 17). The 8 community colleges of The City University of New York have had an even larger relative increase in degrees awarded of 64 percent during this period.

It is evident that the high and increasing growth rates of the 1960's and early 1970's are now abating. A number of the community colleges are operating beyond designed enrollment capacity. While several others have not yet reached (and may not reach) designed capacity, most of the institutions are fully enrolled, given the limits of present facilities. No new institutions of this type have been founded in recent years, although several have established branch or secondary campuses.

The Regents External Degree Program, initiated in 1971 and conferring its first degrees in 1971-72, now awards about 1,000 associate degrees per year.

Baccalaureate Degrees Awarded

The annual number of baccalaureate degree recipients has increased by 18 percent since 1970-71 (Tables 18 and 22).

Table 16
Associate Degrees Granted
By Sector: 1970-71 to 1975-76

Sector	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76*
State University of New York						
Four-Year	139	150	155	291	286	304
Two-Year	20,445	23,358	25,154	27,020	28,634	30,093
Total SUNY	20,584	23,508	25,309	27,311	28,920	30,397
City University of New York						
Four-Year	300	276	244	263	338	267
Two-Year	6,106	7,035	8,335	9,286	9,653	9,982
Total CUNY	6,406	7,311	8,579	9,549	9,991	10,249
Regents External Degree Program	--	--	413	812	1,088	936
Independent						
Four-Year	2,001	1,926	1,759	2,242	2,148	2,277
Two-Year						
Traditional	2,022	1,900	2,479	2,646	2,590	2,227
Degree Program	--	--	1,441	1,374	1,606	1,793
Total Independent	4,023	3,826	5,679	6,262	6,344	6,297
All Institutions						
Four-Year	2,440	2,352	2,158	2,796	2,772	2,848
Two-Year	28,573	32,293	37,822	41,138	43,571	45,031
Total New York State	31,013	34,645	39,980	43,934	46,343	47,879

*Data for 1975-76 are preliminary counts.

Table 17
Associate Degrees Granted, Annual Percent Change: By Sector:
1970-71/1971-72 Through 1974-75/1975-76

Sector	1970-71/ 1971-72	1971-72/ 1972-73	1972-73/ 1973-74	1973-74/ 1974-75	1974-75/ 1975-76[a]	1970-71/ 1975-76[a]
State University of New York						
Four-Year	7.9%	3.3%	87.7%	(1.7)%	6.3%	118.7%
Two-Year	14.2	7.7	7.4	6.0	5.1	47.2
Total SUNY	14.2	7.7	7.9	5.9	5.1	47.7
City University of New York						
Four-Year	(8.0)	(11.6)	7.8	28.5	(21.0)	(11.0)
Two-Year	15.2	18.5	11.4	4.0	3.4	63.5
Total CUNY	14.1	17.3	11.3	4.6	2.6	60.0
Regents External Degree Program	--	--	96.6	34.0	(14.0)	126.6[b]
Independent						
Four-Year	(3.7)	(8.7)	27.5	(4.2)	3.7	13.8
Two-Year						
Traditional	(6.0)	30.5	6.7	(2.1)	(14.0)	10.1
Degree-Program	--	--	(4.6)	16.9	11.6	24.4[b]
Total Independent	(4.9)	8.4	10.3	1.3	(.7)	56.5
All Institutions						
Four-Year	(3.6)	9.3	40.3	7.0	2.7	16.7
Two-Year	13.0	15.8	7.8	5.3	3.4	57.6
Total New York State	11.7	15.4	9.9	5.5	3.3	54.4

[a]See note to Table 15a.
[b]1972-73 to 1975-76.

Table 18
Bachelor's Degrees Granted
By Sector: 1970-71 to 1975-76

Sector	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76*
State University of New York						
Number	18,279	21,836	24,015	25,173	24,393	25,585
Percent	25.4	27.8	29.2	30.0	29.5	30.2
City University of New York						
Number	13,745	15,326	15,857	16,600	16,769	16,915
Percent	19.1	19.5	19.3	19.8	20.2	20.0
Regents External Degree Program						
Number	--	--	--	--	90	296
Percent	--	--	--	--	.1	.3
Independent						
Number	39,993	41,369	42,311	42,108	41,558	41,962
Percent	55.5	52.7	51.5	50.2	50.2	49.5
All Institutions						
Number	72,017	78,531	82,183	83,881	82,810	84,758
Percent	100.0	100.0	100.0	100.0	100.0	100.0

*Preliminary count.

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Commensurate with its rapid growth of undergraduate enrollments, the State University has increased its annual conferral of bachelor's degrees by 40 percent in the past five years to a current level of about 25,000 per year. This number amounts to 30 percent of the total number of bachelor's degrees granted in the State, compared to 20 percent for The City University of New York and 50 percent for the independent institutions. The City University has increased its degrees awarded by 23 percent over the five-year period while the independent institutions have increased awards by 5 percent.

As the relative shares of undergraduate enrollment shifted toward the public sectors, so also did degree output. In the past five years, SUNY's share of bachelor's degrees increased by 5 percentage points, CUNY's share by 1 point. The independent sector share fell by 6 points. Nonetheless, the independent institutions continue to confer almost 50 percent of all baccalaureate degrees in the State even though their share of full-time undergraduate enrollments has fallen to only one-third of the total.

The senior institutions of the State University maintain a fairly high ratio of graduates to enrollment, perhaps attributable in significant part to their increased enrollments of transfer students from the community colleges. The independent institutions maintain a similar high ratio of graduates to enrollment, indicating a satisfactory retention rate between the first and fourth years of undergraduate study but aided also by the enrollment of transfer students from the two-year institutions. The senior institutions of the City University have a lower ratio of graduates to total enrollment, undoubtedly attributable, in recent years, to its open admissions policy and a consequent lower overall retention rate.

Master's Degrees Awarded

The number of master's degrees granted by the State's institutions has increased even more rapidly than that of bachelor's degrees. By 1975-76, the number of master's degrees conferred reached the annual level of 40,000, for an increase of 40 percent over the number in 1970-71. It is of interest, also, that the number of such degrees is now about 47 percent

of the number of bachelor's degrees conferred as opposed to a ratio of 41 percent only five years ago (Table 19).

The State University has increased its conferral of master's degrees by 41 percent and the independent institutions by 35 percent over the past five years with the City University increasing its awards by 30 percent (Table 22). Proportional to its share of graduate enrollments, the independent institutions confer almost two-thirds of all master's degrees with their share varying modestly from year to year but maintaining this level.

Doctoral and First Professional Degrees Awarded

As one moves from the undergraduate level through the doctoral and professional degree level, the role of the independent institutions becomes more dominant. While these institutions confer 50 percent of the bachelor's degrees and almost two-thirds of the master's degrees, they grant more than 70 percent of all doctoral degrees and 82 percent of first-professional degrees (Tables 20 and 21).

The increasing work load and activity in graduate and professional education relative to undergraduate education is evident in the fact that, for the State as a whole, the number of bachelor's degrees conferred annually increased by 18 percent in the past five years while the number of master's degrees increased by 35 percent and that of doctoral degrees and first-professional degrees by 25 percent. In the latter two categories, the independent institutions have retained their high proportion of total degrees conferred. The City University of New York, with few and small programs leading to the doctorate, has more than doubled its degree output in the past four years but, in 1975-76, conferred only 224 doctoral degrees or 6 percent of the total. The State University institutions confer more than one-fifth of all doctoral degrees in the State, a ratio which has increased by 5 percentage points in the past five years.

Finally, one must note that the total number of doctorates conferred annually has decreased from the level of 1972-73. A major contributing factor to this trend may be the current oversupply of those holding the Ph.D. degree in relation to the

Table 19
Master's Degrees Granted
By Sector: 1970-71 to 1975-76

Sector	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76*
State University of New York						
Number	5,500	6,258	7,247	7,576	7,809	7,733
Percent	18.5	18.8	20.1	20.6	20.2	19.2
City University of New York						
Number	5,087	6,001	6,177	6,122	6,564	6,611
Percent	17.1	18.0	17.1	16.7	17.0	16.4
Independent						
Number	19,143	20,993	22,675	22,991	24,319	25,860
Percent	64.4	63.1	62.8	62.7	62.9	64.4
All Institutions						
Number	29,730	33,252	36,099	36,689	38,692	40,204
Percent	100.0	100.0	100.0	100.0	100.0	100.0

*Preliminary count.

Table 20
Doctoral Degrees Granted
By Sector: 1970-71 to 1975-76

Sector	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76*
State University of New York						
Number	598	671	796	745	748	821
Percent	17.8	18.7	20.1	20.2	21.7	22.8
City University of New York						
Number	94	135	150	151	184	224
Percent	2.8	3.8	3.8	4.1	5.3	6.2
Independent						
Number	2,665	2,789	3,007	2,784	2,519	2,559
Percent	79.4	77.6	76.1	75.7	73.0	71.0
All Institutions						
Number	3,357	3,595	3,953	3,680	3,451	3,604
Percent	100.0	100.0	100.0	100.0	100.0	100.0

*Preliminary count.

Table 21
First-Professional Degrees Granted
By Sector: 1970-71 to 1975-76

Sector	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76*
State University of New York						
Number	665	717	819	769	807	954
Percent	17.1	16.8	17.0	15.9	15.8	17.6
Independent						
Number	3,232	3,539	4,005	4,058	4,285	4,479
Percent	82.9	83.2	83.0	84.1	84.2	82.4
All Institutions						
Number	3,897	4,256	4,824	4,827	5,092	5,433
Percent	100.0	100.0	100.0	100.0	100.0	100.0

*Preliminary count.

Table 22
Annual Percent Change in Degrees
Granted by Degree by Sector: 1970-71/1971-72 to 1974-75/1975-76

Degree/ Sector	1970-71/ 1971-72	1971-72/ 1972-73	1972-73/ 1973-74	1973-74/ 1974-75	1974-75/ 1975-76	1970-71/ 1975-76
Bachelor's						
State University	19.5%	10.0%	4.8%	(3.1)%	4.9%	40.0%
City University	11.5	3.5	4.7	1.0	.9	23.1
Independent	3.4	2.3	(.5)	(1.3)	1.0	4.9
Regents External Degree	--	--	--	--	228.9*	--*
Total Bachelor's	9.0	4.7	2.1	(1.3)	2.4	17.7
First-Professional						
State University	7.8	14.2	(6.1)	4.9	18.2	43.5
Independent	9.5	13.2	1.3	5.6	4.5	38.6
Total First-Professional	9.2	13.3	.1	5.5	6.[illegible]	39.4
Master's						
State University	13.8	15.8	4.5	3.1	1.0	40.6
City University	18.0	2.9	(.9)	7.2	.7	30.0
Independent	9.7	8.0	1.4	5.8	6.3	35.1
Total Master's	11.8	8.6	1.6	5.5	3.9	35.2
Doctoral						
State University	12.2	18.6	(6.4)	.4	11.0	37.3
City University	43.6	11.1	.7	21.9	21.7	138.3
Independent	4.7	7.8	(7.4)	(9.5)	1.6	(4.0)
Total Doctoral	7.1	10.0	(6.9)	(6.2)	4.4	7.4

*Regents conferred first external bachelor's degrees in 1974-75 with 90 in that year, 296 in 1975-76.

plateauing demand and prospective decline in demand from academic institutions. Many candidates for the degree may have chosen to halt their pursuit of it and seek alternative careers. This type and level of education is one to be watched over the next few years in terms of its impact upon the graduate institutions (much as it has been watched in recent years and is currently under constant review).

Contrary to the record on academic doctoral degrees in recent years, the numbers of students pursuing first-professional degrees (medicine, dentistry, law, etc.) has continued to grow (Table 21). The independent institutions conferred 39 percent more such degrees in 1975-76 than they did five years earlier. The professional schools of the State University have also increased their professional degrees granted by more than 40 percent (Table 22). The City University of New York operates no programs leading to degrees in this category. As noted above, the independent institutions are dominant in this field, most of their professional schools having been founded many years ago while those of the State University have either been acquired or established only in the past 20 years. The relative shares of the two sectors have changed little over the past five years.

V

FACILITIES: AMOUNT, DISTRIBUTION, AGE, CONDITION, VALUE AND DEBT

More than two-thirds of the physical facilities now in place on the campuses of the State's public and independent colleges and universities have been constructed since the end of World War II. Almost 50 percent of the total facilities have been built in the past 12 years. The book value of these plant assets exceeds $6 billion and more than 80 percent of the facilities are considered to be in satisfactory condition. For every student enrolled, there are about 120 square feet of usable space or the equivalent of a 10' by 12' room (Appendix Tables III and IV).

If enrollments and educational programs, and research and other activities of the higher educational establishment were

to grow as they did through the decade of the 60's and the early 70's, concomitant growth of facilities and equipment, libraries and laboratories, dormitories and dining halls were necessary. The often maligned "edifice complexes" of college and universities presidents were as much induced by the growing student demand for access and admission as they were supported and abetted by the availability of new sources of funds. At the same time that sharply increasing numbers of students were looking for new and additional doors to knock upon, Federal and State legislation and agencies made available massive amounts of funds in both outright grants and loans for the construction and equipping of educational and auxiliary plant.

Facilities growth, in general, followed the patterns of enrollment growth even though some of the funds went into replacement of obsolete and decaying structures and rehabilitation of others. The growth of enrollments and programs of the State University was accompanied by and, obviously, made possible by, a construction program of size and scope unprecedented in any state such that, by 1974, the University-operated institutions had available some 34 million net assignable square feet of plant facilities, valued at more than $2 billion. Two-thirds of this space is for academic and administrative purposes, one-third for auxiliary enterprises--dormitories, dining halls, student unions, etc. (Appendix Table III). Between 1972 and 1974, the University added 13 percent to its facilities capacity and construction continues today on a large number of projects. In the Fall of 1975, the University announced a moratorium on the start of new construction of some 104 projects valued at $156 million. Prior to this action, having sharply reduced enrollment goals and plans, the University had, over the previous five years, cancelled planned construction with an estimated cost of $1.3 billion.

Nonetheless, commensurate with its enrollments, the University facilities comprise almost one-third of the total higher educational facilities of the State (Appendix Table IV). Given the size and structure of the State's public higher educational system at the end of World War II and the construction which has occurred, it is understandable that almost 90 percent of the University's facilities have been built in the past 30 years and that more than 80 percent of all its facilities are in

good condition (Appendix Table V). By 1972, the senior institutions of the University had in place approximately 150 square feet of net assignable space per full-time equivalent student enrolled.

By 1972, the 30 upstate community colleges had more than five million square feet of usable space and in the succeeding two years added an additional 20 percent to this total. Because these institutions primarily serve students in their own localities, few of their facilities are for auxiliary purposes, with more than 90 percent devoted to academic and administrative purposes. Here, too, the building program has been substantial, most of these institutions having been established since 1945 and about 80 percent of their facilities having been constructed since that year. Given the nature of their programs, among other factors, the space available to the community colleges is far less than proportional to enrollments. The upstate institutions have about 7 percent of the total State institutional space with an average of about 60 square feet per student enrolled. The value of these facilities may be estimated at about $325 million.

The City University of New York has only in recent years begun its major construction programs. In 1972, the senior institutions of the University had less than 6 million square feet of net usable space, amounting to about 50 square feet per student, more than half of which had been constructed prior to World War II and only slightly more than one-half of which was deemed to be in satisfactory condition. These institutions are attended dominantly by commuting students so that almost 95 percent of the space is for academic and administrative purposes. Although the University added more than 13 percent to its facilities between 1972 and 1974, its needs in this area continue to be great, given the growth of the institution's enrollments and program commitments and notwithstanding the cutbacks of the past two years and those projected for the years ahead. Its facilities are far less than proportional to its enrollments, amounting to only 8 percent of the State's academic and administrative plant. Valued at less than $400 million, the City University's facilities come to only 6 percent of the total State investment in higher education plant; again, far less than proportional to the University's share of student enrollments.

The eight community colleges now under the Board of Higher Education added 20 percent to their 2.2 million square feet of usable space between 1972 and 1974. As with the senior institutions of the University, only 5 percent of the space is for auxiliary purposes. Although almost two-thirds of the facilities have been constructed since 1945, less than 40 percent of their total facilities are considered to be in satisfactory condition. The facilities of these City institutions come to about 3 percent of total State facilities and provide about 45 square feet of space per student, the lowest ratio of space to enrollment of all the State's institutional groups. The value of the facilities is approximately $140 million.

By 1974, the State's independent institutions had more than 65 million square feet of net usable space, almost two-thirds of which was for academic and administrative purposes and about one-third for auxiliary enterprises. These institutions had added something less than 5 percent to their total facilities between 1972 and 1974.

More than 60 percent of the facilities of the independent institutions have been constructed since the end of World War II and 86 percent are deemed to be in satisfactory condition. In all, these facilities comprise almost 60 percent of total State facilities and provide about 160 square feet of net usable space per student enrolled, the highest ratio of space to enrollment of the various institutional sectors. The facilities of the independent sector have a gross value in excess of $3 billion.

The educational, administrative and auxiliary facilities of the State University, with a gross book value of about $2.5 billion, are encumbered by debt in excess of $2 billion or 90 percent of book value. In effect, this debt amounts to $13,250 per full-time equivalent student and the annual debt service of about $120 million in 1975-76 amounts to an average of about $720 per student. It will, thus, be noted that the annual debt service per student was about equal to the average undergraduate tuition charge of the State University of $725 per year. Increases in debt service attributable to on-going construction will absorb the tuition increase of $100.

The aggregate facilities debt of the independent institutions is estimated at about $1.1 billion against total plant

value of more than $3 billion, the former thus being about 35 percent of the latter. The total debt amounts to about $4,400 per full-time equivalent student enrolled and the annual debt service of about $82 million per year comes to $325 per student. Generalizations and averages for the independent sector are less meaningful than for the public sector in that there is wide diversity among the institutions in the amount of debt and annual debt service.*

Current and adequate data on the debt and debt service of The City University of New York and the various community colleges are not immediately available at this time but it is known that, especially for the former, the debt burden is becoming a significant factor in the financing of the institutions.

A 1975 survey of construction in progress indicated that there were 144 capital construction projects, with an estimated total cost of $1.8 billion, underway on the campuses of the State's public and independent higher educational institutions. The State University of New York, including the 30 community colleges under its jurisdiction, had 90 construction projects in progress on 35 campuses, at an estimated full cost of $747 million. Forty-two of these projects, valued at $576 million, were on the campuses of the State University operated institutions. Forty-eight of the projects, valued at $170 million, were for the upstate community colleges.

The City University of New York had 36 projects underway on 19 campuses, including its community colleges, with an estimated value of $898 million.

In the independent sector, 18 projects were in progress on 14 campuses at an estimated cost of $107 million. These projects, however, are only those for which the Dormitory Authority is providing funds. It is known that additional construction is in progress at a number of independent institutions being financed by institutional, Federal and other funds.

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*For details, see the previously cited The State-Aided Colleges: Financial Profiles - 1969-1973.

The progress and future status of all construction projects in both the public and independent sectors are being affected, if not threatened, by the precarious financial condition of the City of New York and the tightness of the financial markets confronting several State agencies including the Housing Finance Agency and the Dormitory Authority.

At the City University, projects valued at $18 million at the senior colleges were temporarily halted; there were other shutdowns of community college projects of the City University with an estimated value of $37 million.

Prospective enrollment declines of the 1980's are now accompanied by the additional factor of the difficulties of financing resulting from the conditions of the financial markets and public financing authorities. At the present time, all sectors of higher education are carefully reviewing construction in progress and construction plans and reordering priorities. Obviously, it would be damaging to a number of institutions, as well as being wasteful, if facilities already under construction cannot be completed.

VI

SPECIFIC STATE AID PROGRAMS: INSTITUTIONS AND STUDENTS

The foregoing sections have broadly surveyed recent trends in major aspects of the State's higher educational system: State financing, enrollments, degrees conferred and facilities. The following sections summarize recent trends in programs of State aid for certain special purposes: aid to students, support of educational opportunity for disadvantaged students and subsidies of health professions education. Detailed data on these programs are available in the annual reports prepared by the administering offices and in other documents published by the Education Department.

Regents College Scholarships

As total full-time undergraduate enrollments have risen and their distribution among institutional sectors has changed in recent years, so has the distribution of recipients of Regents college scholarships. The number of Regents scholarships

awarded annually is set by legislative formula in such manner that the total number changes only randomly and very little from year to year. Hence, the number of scholarships awarded in 1975-76, 68,800, was only 2.4 percent greater than the number awarded in 1971-72. But over this four-year period, the total number of State-resident, full-time undergraduates increased by 78,000 or 19 percent. Consequently, the ratio of scholarship winners fell from 16.3 percent to 13.7 percent of students enrolled (Table 23).

We have seen that the enrollment growth of the past 15 years has varied considerably among the sectors, resulting in marked changes in the sectoral distribution of enrollments. Obviously, these changes, along with changes in the specific institutional choices made by scholarship recipients, have resulted in changes in the distribution of scholarship recipients and in the proportions of recipients enrolled in the various institutions. While the University-operated institutions of the State University increased their share of total State-resident full-time undergraduate enrollments by only .3 of one percent between 1971 and 1975, they increased their share of Regents scholarship recipients by 1.1 percent.

Although the total numbers are small, the community colleges under the jurisdiction of the State University also increased their share of scholarship recipients more than proportionally to increases in enrollment. This group of institutions is the only one which also increased its percentage of scholarship winners to enrollment over the four-year period, the other groups sustaining decreases in such ratios attributable to the static number of total scholarships awarded.

The City University, including its community colleges, experienced a 16 percent increase in enrollment over this four-year period, but an 18 percent decrease in the number of scholarship recipients, from more than 8,000 to less than 7,000. While the University's open enrollment policy would, in part, account for the decreasing share of total scholarship winners attending its institutions, it should not account for the decrease in its absolute number of such students.

In the independent sector, enrollment rose by 15 percent between 1971 and 1975 but the number of scholarship winners in

Table 23
Regents College Scholarship Recipients and
New York State Residents Enrolled as Full-Time Undergraduates: 1971-72 and 1975-76
(Thousand)

	1971-72					1975-76				
	Enrollment		Scholar. Recipients			Enrollment		Scholar. Recipients[1]		
Sector	Number	Percent Of Total	Number	Percent Of Total	Percent Of Enrol.	Number	Percent Of Total	Number	Percent Of Total	Percent Of Enrol.
State University										
State Operated	106.6	25.9	26.8	39.9	25.2	128.1	26.2	28.2	41.0	22.0
Comm. Col.	63.7	15.5	2.3	3.4	3.6	81.7	16.7	3.4	4.9	4.2
City University-Senior and Comm. Col.	111.6	27.1	8.2	12.1	7.3	130.0	26.6	6.7	9.7	5.2
Independent Institutions	129.6	31.5	29.7	44.2	22.9	149.3	30.5	28.6	41.6	19.2
Other Institutions[2]	NA	--	.2	.4	--	NA	--	1.9	2.7	--
Total	411.5	100.0	67.2	100.0	16.3[a]	489.1	100.0	68.8	100.0	13.7[a]

[1]Preliminary.
[2]Hospital nursing schools, business and vocational schools.
[a]Excluding "Other Institutions".

attendance fell by 1,100 or almost 4 percent. As a result of this shift in enrollments and student choices, the share of total scholarship winners in the independent sector fell from 44.2 percent in 1971-72 to 41.6 percent in 1975-76. This also meant that, in the latter year, the State University institutions enrolled almost the same number and percentage of scholarship winners as did the independent institutions.

Although the ratio of scholarship recipients to students enrolled has fallen over the past three years, it still holds that almost one-quarter of the State-resident full-time undergraduate students enrolled in the State University institutions are scholarship recipients. For the independent institutions, the percentage of scholarship holders is 19 percent of State-resident undergraduates.

The City University of New York, including its community colleges, has had only 5 to 7 percent of its undergraduate students holding Regents scholarships. While less than 1 percent of its community college students hold such scholarships, less than 8 percent of those enrolled in the senior institutions are scholarship holders. Since scholarships are awarded even though students are not charged tuition, as applies for scholar incentive awards, it is difficult to explain the low ratio of scholarship holders in the senior institutions of the City University. It may be attributable to the fact that a large proportion of scholarship recipients in the City attend colleges upstate or out of State.

Scholar Incentive - Tuition Assistance Awards

In recent years, more than one-half of all State student aid has gone to students attending public institutions, a development inconsistent with the original purpose of the Scholar Incentive Program of aiding the non-public institutions and their students. While there was never an intent to exclude students attending public institutions from eligibility for basic financial aid, the Scholar Incentive Program was intended to enable the independent institutions to continue to recruit and enroll students as the low tuition public institutions grew in number and size.

When the 1974 Legislature adopted the new Tuition Assistance Program, the State took a large step in the direction

of restoring its student aid system to the structure and purposes originally planned. Implementation of the new program, and appropriate modification of it over time, will fulfill goals sought by the Regents and recommendations made by them since 1967 when they published their study, Freedom to Pursue a College Education, and reemphasized by their issuance of a 1972 Position Paper, Financing Higher Education Needs in the Decade Ahead.

Because of the very low income level which the law established for eligibility for the maximum grant of $600, only about one-fifth of the students receiving scholar incentive grants in 1973-74 qualified for a maximum grant. At the other end of the scale, more than one-third of the students received the minimum grant. As a result, the average annual award in 1973-74 came to little more than $250, hardly a sum which could make a significant difference in the ability of the average student to finance his college attendance. Moreover, the data indicate that there are little differences in the distribution of students by income level between public and independent institutions. Thus, the low average award was considerably more helpful, in relative terms, to the student attending a low tuition public institution, than it was to one attending an independent institution with a tuition rate of $2,000 or more.

In 1974-75, the new Schedule B of the Tuition Assistance Program, which retained a maximum award of $600, and which applied to students who had entered college prior to that year, resulted in the average award rising to $335. The virtual identity of income distributions in public and independent institutions continued to be borne out by the fact that the average award was at this same level in both sectors.

The new Schedule C for first-time students entering in the Fall of 1974, providing a maximum award of $1,500, resulted in an average award of almost $600 but with the significant difference that the average was $330 for students in State University institutions and $1,050 for students attending independent colleges.

The Tuition Assistance Program, especially with its new income and award schedules as compared to those of the former Scholar Incentive Program, is, obviously, of considerable importance to the students of New York State.

In 1971-72, almost 49 percent of the full-time undergraduate students* received incentive grants; but, with increases in total enrollments and continued inflation, the percentage of recipients had fallen to less than 47 percent by 1975-76 (Table 24). This reduction occurred in spite of the adoption of the new program between these two years. More than 70 percent of the full-time undergraduate students attending State University operated institutions received grants in 1971-72, but this ratio fell to 69 percent by 1975-76. Sixty-three percent of the students attending upstate community colleges received these basic grants in 1971-72; only 50 percent in 1975-76.

The TAP program had little impact for The City University of New York because resident full-time undergraduate students paid no tuition and did not qualify under the law. Only some 2 percent of CUNY students received grants in 1971-72, being non-residents of the City, and only 1 percent received grants in 1975-76.

Some 64 percent of undergraduate students attending independent institutions qualified for grants in 1971-72, a ratio which fell to 58 percent last year.

With the continued growth of the State University, students attending its institutions now comprise a larger percentage of the total TAP award recipients than do those attending the independent institutions. The ratios have shifted over the past four years. In 1971-72, 37 percent of total scholar incentive awards went to students attending the State University-operated colleges; more than 40 percent of awards went to students attending the independent colleges. By 1975-76, the percentage of awards going to State University students remained at 37 percent while those going to students in the independent sector fell to less than 36 percent.

It is anticipated that the terms of the new legislation and the new payment schedule will result in both an increase in the total number and proportion of students receiving grants in independent institutions and an increase in the total share of State funds going to such students. It is estimated that the share of total award funds going to the independent

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*New York State residents, understood here and throughout this discussion.

Table 24

Scholar Incentive/Tuition Assistance Program Award Recipients and New York State Residents Enrolled as Full-Time Undergraduates: 1971-72 and 1975-76

(Thousand)

	1971-72					1975-76				
	Enrollment		Award Recipients			Enrollment		Award Recipients[1]		
Sector	Number	Percent Of Total	Number	Percent Of Total	Percent Of Enrol.	Number	Percent Of Total	Number	Percent Of Total	Percent Of Enrol.
State University										
State Operated	106.6	25.9	75.3	36.9	70.6	128.1	26.2	88.5	36.7	69.1
Comm. Col.	63.7	15.5	40.0	19.6	62.9	81.7	16.7	51.5	21.4	50.3
City University- Senior and Comm. Col.	111.6	27.1	2.2	1.1	2.0	130.0	26.6	1.3	.5	1.0
Independent Institutions	129.6	31.5	82.5	40.4	63.7	149.3	30.5	86.6	35.9	58.0
Other Institutions[2]	NA	--	4.1	2.0	--	NA	--	13.2	5.5	--
Total	411.5	100.0	204.1	100.0	48.6[a]	489.1	100.0	241.1	100.0	46.6[a]

[1]Preliminary.

[2]Hospital nursing schools, business and vocational schools.

[a]Excluding "Other Institutions".

sector will rise from approximately 46 percent in 1973-74 to about 61 percent in 1977-78. When the new program is in full operation, students in the independent colleges will be receiving about $30 million more in State financial aid than they received in 1973-74, more than doubling the award levels of that year.*

Graduate Scholar Incentive Awards

In 1975-76, 47 percent of the 44,000 full-time graduate and professional school students enrolled in New York State institutions received State tuition assistance awards totaling $8.2 million (Table 25).

The State University had the highest ratio of award recipients to eligible enrollments in 1971-72, at 50 percent, and increased this ratio, over the next four years, to 57 percent. The ratio of State-aided resident students attending the independent institutions remained constant at 43 percent, while the ratio for the City University, with a small total number of such students, rose by 1 point to 44 percent.

As indicated earlier, almost two-thirds of all these students are in the independent institutions, about one-quarter are in State University units and less than 10 percent attend the City University. These relationships have not changed significantly in the past four years, during which period total resident graduate enrollments rose by 16 percent while aid recipients increased by 21 percent. While a number of factors may account for the higher ratio of State-aided students in the State University versus the independent institutions, two possibilities are that, in the former institutions, (1) a larger percentage of students have established financial emancipation status and (2) a larger percentage are in the lower income brackets.

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*Changes have been made in the law since 1974 and further changes are expected in the 1977 Legislative Session. The reader is referred to the December 1976 Report By the Board of Regents To The Governor and The Legislature on State Student Financial Aid Programs.

Table 25
Graduate Scholar Incentive/Tuition Assistance Program Awards and
New York State Residents Enrolled as Full-Time Graduate Students: 1971-72 and 1975-76
(Thousand)

	1971-72					1975-76				
	Enrollment		Award Recipients			Enrollment		Award Recipients[1]		
Sector	Number	Percent Of Total	Number	Percent Of Total	Percent Of Enrol.	Number	Percent Of Total	Number	Percent Of Total	Percent Of Enrol.
State University	10.1	26.2	5.1	29.5	50.2	12.3	27.8	7.0	33.7	56.9
City University	3.4	9.0	1.5	8.6	42.8	3.9	8.8	1.7	8.3	43.6
Independent	24.9	64.8	10.6	61.9	42.6	28.2	63.4	12.1	58.0	42.9
Total	38.4	100.0	17.2	100.0	44.6	44.4	100.0	20.8	100.0	46.8

[1]Preliminary.

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Programs for Disadvantaged Students

The State has made considerable progress in recent years in assisting public and private higher institutions to serve educationally and economically disadvantaged students. The Board of Higher Education of The City University of New York originated these efforts with its SEEK program in 1966. State University began its own Educational Opportunity Programs in 1968, and in 1970 the Legislature approved the Higher Education Opportunity Program for non-public institutions and students. The State's funding of these programs (with matching funds for the City University), and the impact of the programs with respect to enrollment are summarized in Table 26.

Funding for private institutional efforts has increased from $4.0 million in 1970-71 to $7.6 million in 1974-75, with the same level being provided for 1975-76. By the end of the 1972-73 academic year, HEOP was aiding 62 institutional programs at private colleges and universities, serving 5,300 students. The increased funds have provided for higher support per student, rising from $1,200 in 1971-72 to more than $1,400 for 1974-75 and 1975-76. The success of this program is evident in the fact that more than 1,000 disadvantaged students had achieved degrees by the end of the 1972-73 academic year and the dropout rate had been held to 20 percent, a figure not substantially above the dropout rate for all college students between the freshman and senior years.

The State University's Educational Opportunity Programs have received State funding in the range of $11.0 to $12.5 million per year. Enrollments have risen by 45 percent since 1971, with more than 11,000 students being served by the SUNY activities in 1975-76.

Appropriations for State aid to the City University for its SEEK programs have paralleled those for State University, with State funds ranging between $14 and $15 million per year.

In total, educational opportunity programs in public and private institutions of the State are receiving about $35 million of State funds and are serving some 32,000 students. While the City University matches State funding and the specific grants per student at units of the State University supplement

Table 26
Educational Opportunity Programs
For Disadvantaged Students
Enrollments and State Budgetary Support
1971-72 and 1975-76

Sector	1971-72	1972-73	1973-74	1974-75	1975-76	Change: 1971-75 Amount	Change: 1971-75 Percent
SUNY-EOP*							
Enrollment	7,831	9,264	9,943	10,571	11,329	3,498	45
Appropriation							
Total($Million)	$11.0	$11.9	$12.5	$12.2	$11.9	$ .9	8
Per Student	$1,405	$1,285	$1,257	$1,154	$1,050	($355)	(25)
CUNY-SEEK*							
Enrollment	10,327	11,974	13,374	15,766	15,533	5,206	50
Appropriation							
Total ($Million)	$14.5	$14.5	$14.3	$14.9	$14.9	$ .4	3
Per Student	$1,404	$1,211	$1,069	$ 945	$ 959	($445)	(32)
Independent-HEOP							
Enrollment	5,300	5,300	5,300	5,300	5,300	0	0
Appropriation							
Total ($Million)	$ 6.3	$ 6.8	$ 7.4	$ 7.6	$ 7.6	$ 1.3	21
Per Student	$1,189	$1,283	$1,396	$1,434	$1,434	$ 245	21
All Institutions							
Enrollment	23,458	26,538	28,617	31,637	32,162	8,704	37
Appropriation							
Total ($Million)	$31.8	$33.2	$34.2	$34.7	$34.4	$ 2.6	8
Per Student	$1,356	$1,251	$1,195	$1,097	$1,070	($286)	(21)

*Includes program at community colleges.

general tax support for those institutions, the funding under HEOP for the private institutions is not yet considered adequate. Lacking matching funds from other units of government, the private institutions must, themselves, provide the additional support required to meet their general educational costs.

Beyond the EOP programs operated by State University for students enrolled in its universities and colleges, the State system also operates Educational Opportunity Centers (formerly Urban Centers and Cooperative College Centers) which have been funded at the level of $11-12 million per year since 1970-71. These centers serve high school dropouts and other groups of young people seeking to improve their learning skills so as to enter college or to develop other skills which will enable them to secure acceptable employment. The centers annually serve some 15,000 persons.

State Subsidies for Health Professions Education

New York State now provides direct unrestricted financial aid to its non-public medical and dental schools through two programs: capitation aid under Section 6402 of the Education Law and enrollment expansion aid under contracts between the State Education Department and the institutions.

Direct subsidy of medical education provided by independent institutions was initiated in 1967 when budgetary appropriations were provided to the State University to support contracts for enrollment expansion between the University and the medical schools. Under these contracts, the administration of which was transferred to the Education Department in 1973, each school was paid $6,000 for each student enrolled in each class year over the average number of students enrolled in each respective class in the five-year period 1961-65. Contracts with the schools paralleled Federal legislation in requiring that each institution expand first-year enrollments by a minimum of five students. Payments were limited to 25 students per class.

In addition to the funding of current operations of the medical schools, the institutions were provided with supplemental contracts for State grants for capital construction purposes. These grants ranged from $2 million for an institution with ultimate expanded enrollment of less than 300 students to a maximum of $5 million for total enrollment of 500 students or more.

Legislation adopted in 1974 permitted the payment of one-third more than the base amounts for students enrolled in three-year programs.

Thus, each school could qualify for a maximum of $600,000 per year of $2.4 million for the three or four years of the educational program. Through gradual increases of enrollments over the years, most of the schools qualified for the maximum grants. Similar contracts were negotiated with the two private dental schools in 1971. The dental schools received $3,000 for each additional student over the number enrolled in the base period of 1966-70. Capital grants were also available to these institutions on the same basis as those for the medical schools.

The 1970 Legislature adopted an additional program of aid to medical schools in the form of capitation grants in the amount of $1,500 for each student enrolled, less that number for which expansion aid was paid. The dental schools were not included in this legislation but, in 1973-74, the two non-public dental schools received emergency aid in the amount of $1.5 million.

Accepting recommendations of the Regents, the 1974 Legislature adopted a new Section 6402 of the Education Law treating the medical and dental schools equally in providing institutional aid in the amount of $1,500 for each lower-division student and $2,500 for each upper-division student enrolled with one-third more than those base amounts for students enrolled in three-year programs.

The total effective funding of these contractual and legislated programs from their initiation through the 1974-75 year is summarized in Table 27. In all, the eight non-public medical schools received operating aid in the amount of $47 million since 1967 and the dental schools, since 1971, received $4.3 million. Capital grants aggregating $42 million have also been made to the institutions or will be made, in total, by the time the two dental schools and one medical school complete construction programs which are still in progress.

The non-public medical and dental schools also benefit from State funds provided under the general program of aid to non-public higher institutions, the Bundy program, either directly, in the case of the three independent colleges, or indirectly

Table 27
State Aid to Non-Public
Medical and Dental Schools
1967-1975
($ Thousand)

Medical Schools	Expansion Operating Aid 1967-74	Capitation Aid 1970-74	Expansion Operating Aid 1974-75	Capitation Aid 1974-75	Total Operating Aid 1967-75	Capital Grants
Albany	$ 2,598	$ 1,631	$ 600	$ 644	$ 5,473	$ 4,000
Columbia	2,592	2,822	564	960	6,938	5,000[a]
Cornell	1,146	2,021	462	676	4,305	1,091[a]
Mt. Sinai	3,276	537	600	358	4,771	4,000
N.Y. Medical	1,356	3,060	742	1,684	6,842	5,000
N.Y. University	2,100	3,048	594	1,132	6,874	5,000[a]
Rochester	1,758	1,652	600	570	4,580	3,000
Yeshiva	2,664	2,587	600	1,337	7,188	5,000
Total-Med. Sch.	$17,490	$17,358	$4,762	$7,361	$46,971	$32,091
Dental Schools						
Columbia	$ 228	$ 300	$ 186	$ 263	$ 977	$ 2,000[a]
N.Y. University	174	1,200	217	1,742	3,333	8,000[a]
Total-Dental Sch.	$ 402	$ 1,500	$ 403	$2,005	$ 4,310	$10,000

[a]Capital grant contracts still in effect. Other construction projects have been completed and State grants fully paid.

in the case of the seven professional schools affiliated with universities. Under this program institutions receive $3,100 for each professional degree conferred. The Bundy aid is not paid for those students on behalf of whom enrollment expansion aid is paid, nor is capitation aid paid for these expansion students.

The apparent impact of these programs of financial aid to the medical and dental schools is summarized in Table 28. First-year classes in the medical schools have increased by 393 students or 58 percent over the past eight years. Total enrollments have risen by more than 1,500 students,--also 58 percent. When all institutions reach their targeted enrollments and have full use of additional facilities, both entering classes and total enrollments will have risen by about 60 percent over those of the mid-1960's. The two private dental schools have increased their first-year classes by 12 percent over the average of the base period. New York University is unlikely to expand enrollment much above the level which has prevailed at the institution for some years. In fact, the Council on Dental Education has criticized the institution for having too large an enrollment for the facilities available and for the faculty which can be supported by the institution's budget.

Both N.Y.U. and Columbia University have been criticized by the Council on the grounds of the inadequacy of facilities and both are now constructing new and remodeling existing buildings, aided by Federal and State capital grants. Columbia has qualified for a State grant of $2 million for capital construction for its dental school and N.Y.U., already eligible for a capital grant of $5 million, has received, through special legislation adopted in 1975, an additional State commitment of $3 million for its new dental education facilities. These State capital construction grants, along with the new capitation funds, should do much to strengthen these two important institutions.

Certain changes have occurred since 1975 in State support of non-public medical and dental schools. In 1976, the enrollment expansion contracts were terminated. A new program of contracts was authorized to provide State aid for expansion of enrollment of New York State students transferring into upper divisions from foreign medical schools and CCNY's bio-medical

Table 28
Impact of State Aid
Non-Public Medical and Dental Schools
First-Year and Total Enrollments
Base Period and 1975-76

Medical Schools	Average 1st-Yr. Enrol't Base Per.[1]	First Year Enrol't 1975-76	Average Total Enrol't Base Per.[1]	Total Enrol't 1975-76	Increase In First Year Class	Increase In Total Enrol't.	Percent Increase 1st Year	Percent Increase Total
Albany Med. Col.	61	110	244	445	49	201	80	82
Columbia Univ.	118	150	461	595	32	134	27	29
Cornell Univ.	84	102	335	416	18	81	21	24
Mt.Sinai Sch.of Med.	0	80	0	331	80	331	--	--
N.Y. Medical Col.	127	180	501	771[b]	53	270[b]	42	54[b]
N.Y. University	126	171	499	702	45	203	36	41
Univ. of Rochester	70	98	273	391	28	118	40	43
Yeshiva University	95	183	364	577	88	213	93	59
Totals	681	1,074	2,677	4,228	393[a]	1,551[a]	58	58
Dental Schools								
Columbia Univ.	41	52	136	206	11	70	27	51
N.Y. University	174	192	665	609[c]	18	(56)[c]	10	(8)[c]
Totals	215	244	801	815	29	14	12	2

[1] Base period for medical schools is 1961-65; expansion contracts began in 1967; base for dental schools is 1966-70; contracts began in 1971.

[a] Excluding the new school, Mt. Sinai, total enrollment growth is 1,220, or 46 percent; first-year class growth is 313, or 46 percent

[b] New York Medical College has an "extra" class enrolled as it phases back from a three-year to a four-year program. Its average enrollment in the future will be about 700.

[c] N.Y.U. Dental School has changed from a four to a three-year program. Entering and graduating class size is the appropriate measure.

education program. The schools will receive $6,000 for each such student enrolled, limited to 25 students per class. The sum of $900,000 was appropriated to cover 150 students in 1975-76.

Abolition of the basic enrollment expansion contracts meant a loss of about $5 million a year to the medical schools. This was compensated by the fact that students for whom expansion aid was paid would now be counted for capitation purposes and, when graduated, for Bundy aid. Nonetheless, the schools would receive about $2 million less State support in 1976-77 than in 1975-76.

In summary, and supplementing data presented in Table 27, the State appropriated $13.7 million in 1975-76 for capitation and expansion aid, and $11.5 million for 1976-77 for capitation and new expansion aid. The Regents have proposed an increase in the capitation formula to restore the ratio of State support of operating budgets near the previous level.

For eight years, the Education Department administered a program of State financial aid to schools of nursing education to stimulate expansion of enrollment. The initial 1967-68 appropriation of $800,000 rose to a maximum of $2.9 million during the 1971-72 year when all classes and eligible institutions were being funded. Owing to the expected funding of the Federal capitation aid program for nursing education, State funding began a phase-out in 1972-73, with the appropriation dropping to $1.5 million in that year and to $1 million for 1974-75. In fact, the Department paid out only $375,000 of this last appropriation in phasing out this program during 1974-75.

The success of the State's effort may be partially evaluated by a review of the enrollment expansion data presented in Table 29. First, it must be acknowledged that hospital diploma programs have been losing enrollment, primarily because of the growth in the number and availability of associate degree programs offered by the State's community colleges. The latter programs have had an increase in enrollment of more than 8,000 students or 250 percent between 1967 and 1974 (enrollments actually peaked in the 1972-73 year). State aid has undoubtedly helped the baccalaureate degree institutions to increase admissions and total enrollments by more than 100 percent over the past eight years. In all, enrollments in programs in private and public institutions leading to eligibility for licensure as

Table 29
Impact of State (And Federal)
Programs for Expansion of Enrollment
Schools of Nursing
1967-1974

Program	1967-68	1970-71	1973-74	Change 1967-74 Number	Change 1967-74 Percent
Hospital Diploma					
Admissions	3,314	3,446	3,016	(298)	(9)
Total Enrollment	8,844	7,812	7,733	(1,111)	(13)
Graduates	2,876	2,162	2,267	(609)	(21)
Associate Degree					
Admissions	2,349	4,829	6,194	3,845	164
Total Enrollment	3,365	6,469	11,804	8,439	251
Graduates	988	2,358	3,763	2,775	281
Baccalaureate Degree					
Admissions	1,599	2,809	3,326	1,727	108
Total Enrollment	4,262	5,536	10,134	5,872	138
Graduates	869	1,223	1,965	1,096	126
Total R.N. Programs					
Admissions	7,262	11,084	12,536	5,274	73
Total Enrollment	16,471	19,817	29,671	13,200	80
Graduates	4,733	5,743	7,995	3,262	69
State Aid ($000)	$ 800	$2,500	$1,000	-	-

a registered nurse have been increased by more than 13,000 students or 80 percent over the period covered and the annual number of graduates has risen by more than 3,000 or almost 70 percent.

New York State Higher Education Services Corporation
(New York Higher Education Assistance Corporation)

Beyond the various programs of State financial aid providing direct grants to students, the State also assists students in postsecondary institutions to meet their costs of attendance by subsidized loans. The New York Higher Education Assistance Corporation was formed in 1958 for the purpose of guaranteeing and subsidizing interest on loans to New York State residents attending college either within or outside the State. By 1974-75, the various lending institutions, banks, savings and loan associations, etc., had granted over 1.4 million loans to more than 700,000 students, with the total amount guaranteed by HEAC exceeding $1.4 billion. In 1974-75, the Corporation guaranteed 130,604 new loans made by the lending institutions in the amount of $178 million.

The Corporation's annual report for 1974-75 shows that, in the latest three-year period, new student loans were negotiated in the amount of $487 million amounting to 34 percent of the Corporation's total loans guaranteed in its entire 18-year history. The average loan has reached a peak of almost $1,400. As of the end of the 1974-75 year, $600 million of the cumulative total of loans made had been repaid to the lending institutions; outstanding loans amounted to $844 million.

Both the annual number of loans being made and the total dollar volume indicate that this source of funds for the financing of higher educational costs is very important to New York State students.

The State annually appropriates funds for the operating costs of the Corporation and to meet the costs of interest subsidies and loan defaults. The appropriation of $7.6 million for 1974-75, for example, provided $3.4 million for administration and $2.5 million for interest subsidies and defaults. An additional $1.7 million was appropriated following action by the 1974 Legislature approving additional interest subsidies for loans taken by students whose adjusted family income is more than $15,000 and less than $30,000 per year.

The 1974 legislation also created the New York State Higher Education Services Corporation to "administer State supported student aid and loan programs". The new Corporation combines the New York Higher Education Assistance Corporation and its loan guaranteeing function with the student financial aid component of the State Education Department. During the 1975-76 year, all of the State's scholarship and student aid programs formerly administered by the Education Department were consolidated, along with the prior functions of HEAC, into the new Corporation.*

VII

CAPITAL CONSTRUCTION AND FEDERAL PROGRAMS

Two important areas have not been and will not be covered in this survey of the state of things in higher education in New York: (1) the present and prospective status and financing of construction of higher educational facilities and (2) the impact of current and the prospects for future Federal programs for the support of higher educational institutions and students.

A section of this paper has summarized some of the salient facts on the amount, value and sectoral distribution of plant facilities on the campuses of the public and private institutions of the State and on the amount of outstanding debt and annual debt service burdens. But the entire area of the growth and financing of facilities for public and private higher institutions of the State can only be grasped by a complete review of the operations and activities of the various State and Federal agencies over the past 10 to 15 years: the State University Construction Fund, the Dormitory Authority of the State of New York, the Housing Finance Agency, the City University Construction Fund, etc. The reader is referred to the annual reports of these agencies as well as to the annual reports and other documents published by the public and private higher educational institutions.

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*For information on the 1975-76 year and current developments, the reader is referred to the Annual Report of the Corporation for 1975-76, not published at the time of this writing.

The past, present and prospective impact of Federal funds for higher education is essential to any evaluation of State efforts and to sound planning of State financing programs. Funds provided under the Higher Education Facilities Act and the Higher Education Act contributed heavily to the construction of new academic facilities and the acquisition of equipment for the colleges and universities of New York State and the nation during the 1960's and the early 1970's. The purposes of these programs have been accomplished and the flow of funds is now reduced to very small annual amounts for equipment.

A second major area of Federal funding has been that of sponsored research, the funds coming from a number of Federal agencies and flowing dominantly to the major universities. Although certain fields of research have received cutbacks in levels of funding, the amounts of funds flowing to the major universities, primarily for research in the physical and natural sciences and the medical sciences continue to be of great importance to the major universities and professional schools. A review and analysis of this field of Federal sponsorship is beyond the scope of this paper.

The major programs of Federal support of importance to the State and its higher educational institutions and students are those continued, revised and added by the Education Amendments of 1972 and 1976, and by legislation for the support of health professions education. The student aid programs: Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, and State Student Incentive Grants are important not only to the students who benefit directly from them but to the State in its own financing of student aid programs. The State of New York also has a strong interest in Federal subsidies to schools of medicine, dentistry, nursing and other health professions bearing as they do upon State programs in these fields.

The Education Department maintains continuous liaison with Federal administrative agencies and with key members of congressional committees and their staffs. The Commissioner of Education has testified before important congressional committees on pending Federal legislation and has set forth his views of the directions which Federal legislation should take so as to complement State programs, relieve the states of burdens which he believes are properly the concern of the nation as a whole, and

to reallocate funds from program areas no longer considered of high priority to those which are emerging more insistently as public needs.

The statements made by the Commissioner are available for perusal and have been widely distributed. The Department also publishes annually (usually in February) a brochure on Federal Legislation and Education in New York State in which it sets forth its evaluation of the impact of present Federal programs and its recommendations for changes in existing programs and for new programs.

Other sources of information on the impact of Federal financial aid programs and their relationship to State funding are the annual or periodic reports prepared by the various departmental program offices, task forces, commissions, etc. The annual reports of the Department's Office of Higher Education Opportunity Programs, for example, contain data on the Federal BEOG, SEOG and CWS programs. The final report of the Regents Task Force on Medical School Enrollment and Physician Manpower contains an analysis of the relationship of and the impact of the State and Federal programs providing financial aid to medical schools.

VIII

PROSPECTS: POPULATION TRENDS, HIGHER EDUCATIONAL ENROLLMENTS, THE ECONOMIC OUTLOOK AND THE FISCAL CONDITION OF THE CITY AND STATE OF NEW YORK

What of the future? In its review of major quantitative aspects of New York State's higher educational system: enrollments, degrees, facilities, special programs and State financing, this paper has described where we have been, where we are today and how we got here. It has made no projections or predictions nor has it made recommendations for future courses of institutional and State action. It will not do so now; but it will, in these concluding pages, attempt to describe the environment, framework, milieu which is likely to exist in the immediate years ahead and the consequent circumstances under which higher education will be developing in New York State.

In summary, we point to the following:

1. Population growth in the United States has been slowing down for a number of years and the growth rate of New York State's population has been less than that of the rest of the nation.

2. The annual rate of growth of full-time undergraduate enrollments has also been declining and it is expected that total enrollments will reach a plateau in the early 1980's, with enrollments actually decreasing in the succeeding years. Because of the population trends noted above and certain other factors, these trends will be more marked in New York State than in the rest of the nation.

3. The nation has been in a period of recession, if not economic stagnation, for several years and many analysts predict that economic growth will be at a relatively low rate over the next 15 years. Again, the situation of New York State may be poorer than that of many other states and the nation as a whole.

4. Owing to population and economic trends noted above, as well as to several other factors, including public policies, the governments of the City and State of New York have been and may continue to be immersed in serious financial problems requiring budgetary retrenchment, restructuring of priorities and severe constraints on appropriations.

Population Trends

Population growth has been slowing down in the United States since the founding of the nation. While growth per decade and per year remained remarkably constant at about 33 percent and 3 percent, respectively, during the first 70 years of the nation's development (or since the first census was taken in 1790), it fell sharply during the Civil War decade and has generally been lower than average during depression and war years. The depression decade of the 1930's saw the lowest birth rate and

population growth rate in the nation's history. This pattern continued through the five years of World War II. The baby boom of the immediate post-war years produced large numbers of college-age students of the decade of the 1960's and, along with other causes and stimulae, brought the high and increasing levels of college enrollments of that decade. Surely, it was not to continue forever.

The nation's population grew by 4.5 million fewer persons in the decade of the 60's than in that of the 50's. The arrival of the "pill", changing individual and social values, attitudes and behavior, especially with respect to marriage, the family, parents without partners, partners without children, the pall of the atomic bomb, and imminent demise for all--these and other factors have brought a sharp decline in fertility and birth rates. Demographers now project a falling rate of population growth through the year 2,000 with the annual growth rate falling to less than 1 percent during the 1970's, lower again during the 1980's and, possibly as low as .7 percent in the 1990's. Of immediate relevance is the fall in the birth rate which has occurred during the late 60's and early 70's and, more specifically, the impact which these lower birth rates will have upon the age distribution of the population and, particularly, the size and change in size of the traditional college age population.

Since 1950, and perhaps earlier, population growth has been substantially lower in New York State than it has been for the rest of the nation (Table 30). The reasons are, perhaps, historically self-evident. A region and its population grow and develop to some level of maturity. New York is an eastern seaboard state, one of the original 13 states, the entry point for most of the immigration from Europe; it began early and the major part of its industrial, commercial, financial, and population growth occurred in the nineteenth and the first half of the twentieth centuries. The slowdown in its population growth may be attributable to this early maturation but, in the past two decades, it may also be attributable to such factors as its economic and meteorological climate, the attractiveness and opportunities of other states and regions, and the general increased mobility of the nation's population.

While the population of the rest of the nation increased by 19 percent during the 1950's, that of New York rose by only

Table 30
Population Trends: United States and
New York State: 1950, 1960, 1970, 1975

	Population in Thousands				Percent Increases		
	1950	1960	1970	1975	1950/60	1960/70	1970/75
New York State	14.8	16.8	18.2	18.2[a]	13.5%	8.7%	-0-%
Other - United States	136.5	162.5	185.0	194.9	19.0	13.8	5.3
Total United States	151.3	179.3	203.2	213.1[b]	18.5	13.3	4.9

[a]Estimate of the New York State Economic Development Board.

[b]Estimate of the United States Bureau of the Census.

13 percent or 30 percent more slowly. As the nation's total population grew more slowly during the 1960's, by less than 14 percent, the growth rate in New York was less than 9 percent. In the past five years, the population of New York has apparently remained constant while the other states grew by more than 5 percent.

For the entire decade of the 1970's, the rest of the nation is projected to grow in population by about 10 percent, but New York's population will grow by less than half of that rate. In the decade of the 80's, the rest of the nation's population is expected to grow by slightly more than 10 percent with New York's population growing about 6.8 percent (Table 31).

Changing population growth rates also produce significant changes in the age distribution of the population. The 15-24 year age group, that from which traditional college enrollment is drawn, will grow more in size in New York than the rest of the nation during the decade of the 70's (18.3 percent versus 12.8 percent); but then, in the 1980's, it will decrease in size more rapidly than will that of the rest of the nation, with a fall of 17.6 percent versus 14.8 percent.

These reversals of trends which have prevailed for many decades are large and significant and the projections for New York State are especially so.

Expected Enrollment Declines Among 15-24 Year Olds

The decrease in the population of 15-24 year olds will, in the absence of other compensating factors, result in proportionate decreases in the number of high school graduates and in the number of students enrolling as full-time undergraduates. Studies conducted by the State Education Department indicate that the number of high school graduates will be at about the same level in 1980 as in 1973. That number will then decrease through most of the years of the 1980's and reach a level of only 167,000 by 1990. This level will be equal to that of the 1960 high school graduating class, a decrease in the ten-year period of 31 percent. Assuming that the college-going rate remains at the present level, this will mean that the number of full-time freshmen enrolling in the State's institutions in 1980 will also be at the 1973 level, if not slightly lower. By 1990, the freshman class will drop below 100,000 students, a 31 percent fall from the levels of 1973 and 1980.

Table 31
New York State
Present and Projected Population Trends
1970-1995
(Thousand)

	1970	1975	1980	1985	1990	1995
Total [illegible]pulation	204,879	213,925	224,132	235,701	246,639	256,015
Other [illegible]ew York	186,638	195,363	205,014	215,913	226,222	235,093
Percent [illegible]ge - 5-year		4.7	4.9	5.3	4.8	3.9
Age Group - 15-24	33,515	37,003	37,803	34,759	32,213	33,609
Percent of Population	18.0	18.9	18.4	16.1	14.2	14.3
Percent Change - 5-year		10.4	2.2	(8.1)	(7.3)	4.3
Total State Population	18,241	18,562	19,118	19,788	20,417	20,922
Percent Change - 5-year		1.8	3.0	3.5	3.2	2.5
Age Group - 15-24	2,946	3,344	3,485	3,264	2,872	2,889
Percent of State Population	16.2	18.0	18.2	16.5	14.1	13.8
Percent Change - 5-year		13.5	4.2	(6.4)	(12.0)	.6

Changes in the level of total full-time undergraduate enrollments will, of course, occur more slowly as each entering class changes in size. The total of such enrollments will decline gradually from the apparent peak of 1975, the decline already evident in the Fall of 1976. By 1980, enrollments may be almost 30,000 or 7 percent below the 1975 level (Table 32).

It is anticipated that part-time undergraduate enrollments will recover from the sharp drop in the Fall of 1976 and grow moderately through 1980 (Table 33). Enrollments in SUNY and independent institutions will compensate for continued contraction of the City University.

Graduate and professional enrollments are expected to grow by some 8 percent between 1975 and 1980. Here too, CUNY is expected to decrease its enrollments with SUNY and independent colleges increasing enrollment of both full and part-time students (Table 34).

This, then, is the picture which is emerging and the one upon which, in large part, institutional leaders and State educational and fiscal planners should make their plans for the future.

Economic Prospects of New York State

The economic growth and development of New York State has been negligible in recent years and, in some sectors such as manufacturing, there has been absolute decline. Many factors account for this situation, including those which have been catalogued above. Obviously, the current economic recession only exacerbates conditions produced by longer term trends. The important point is that, in the view of many economists, the economy of the State has matured and, although there will be continuing changes in its structure, there is not likely to be much growth in the aggregate in the decades ahead.

But, economic projections may be self-fulfilling or the future reality may be quite different from that projected because of unexpected and unpredictable changes in circumstances. Marked changes in public policies with respect to such things as tax levels and structures may also produce more favorable results.

Table 32
Full-Time Undergraduate Enrollment by Sector:
Actual: 1970, 1975 / Projected: 1976-1980
(Thousand)

Type/Sector of Institution	Actual		Projected					Percent Change
	1970	1975	1976	1977	1978	1979	1980*	1975/80
State University								
Four-Year	88.0	111.6	10.0	109.7	110.2	110.8	114.2	2.3
Two-Year	76.8	104.2	105.1	103.3	101.1	98.9	97.0	(6.9)
Total State University	164.8	215.8	215.1	213.0	211.3	209.7	211.2	(2.1)
City University								
Four-Year	67.3	87.6	70.4	66.8	63.2	59.7	56.1	(35.9)
Two-Year	29.4	44.5	43.8	46.0	48.1	50.2	52.4	17.8
Total City University	96.7	132.1	114.2	112.8	111.3	109.9	108.5	(17.8)
Independent								
Four-Year	172.1	184.1	186.3	189.3	187.9	178.7	172.6	(6.2)
Two-Year								
Traditional	6.1	7.2	7.0	6.9	6.8	6.7	6.6	(8.4)
Degree-Program	--	10.0	11.0	11.1	11.2	11.3	11.4	13.4
Total Independent	178.2	201.3	204.3	207.3	205.9	196.7	190.6	(5.3)
Total New York State	439.7	549.2	533.6	533.1	528.5	516.3	510.3	(7.1)

*Average of high and low projections.

Table 33
Part-Time Undergraduate Enrollment by Sector:
Actual: 1970, 1975 / Projected: 1976-1980
(Thousand)

Type/Sector of Institution	Actual		Projected					Percent Change
	1970	1975	1976	1977	1978	1979	1980*	1975/80
State University								
Four-Year	11.1	18.5	17.9	18.2	18.5	18.8	19.6	5.9
Two-Year	56.2	81.9	83.7	84.4	85.1	85.9	88.0	7.4
Total State University	67.3	100.4	101.6	102.6	103.6	104.7	107.6	7.1
City University								
Four-Year	34.9	51.0	44.0	41.6	39.3	37.0	34.6	(32.0)
Two-Year	26.5	40.8	35.7	37.3	38.9	40.5	42.1	3.1
Total City University	61.4	91.8	79.7	78.9	78.2	77.5	76.7	(16.4)
Independent								
Four-Year	38.7	59.9	62.9	65.6	66.3	67.0	67.8	13.3
Two-Year								
Traditional	1.3	1.4	1.5	1.7	1.8	1.9	1.9	31.0
Degree-Program	--	2.8	3.1	3.4	3.8	4.1	4.4	57.1
Total Independent	40.0	64.1	67.5	70.7	71.9	73.0	74.1	15.6
Total New York State	168.7	256.3	248.8	252.2	253.7	255.2	258.4	.8

*Average of high and low projections.

Table 34
Graduate Enrollment Projections by
Student Status and Sector: 1976-1980
(Thousand)

Student Status and Sector	Actual 1970	Actual 1975	Projected 1976	Projected 1977	Projected 1978	Projected 1979	Projected 1980*	Percent Change 1975/80
Full-Time								
State University	12.7	15.7	15.4	15.8	16.2	16.7	17.6	12.3
City University	3.4	4.5	3.7	3.7	3.7	3.7	3.6	(19.3)
Independent	39.1	43.7	44.6	44.8	46.5	47.4	48.3	10.6
Total Full-Time	55.2	63.9	63.7	64.3	66.4	67.8	69.5	8.9
Part-Time								
State University	20.5	25.8	25.6	25.4	24.6	23.9	28.3	9.9
City University	23.3	22.4	16.6	16.6	16.7	16.7	16.4	(26.7)
Independent	57.0	77.0	82.8	85.1	86.9	88.4	89.8	16.5
Total Part-Time	100.8	125.2	125.0	127.1	128.2	129.0	134.5	7.4
All Students								
State University	33.2	41.4	40.9	41.2	40.9	40.6	45.9	10.9
City University	26.7	26.9	20.3	20.3	20.3	20.4	20.0	(25.4)
Independent	96.1	120.8	127.4	129.9	133.4	135.7	138.1	14.4
Total New York State	156.0	189.1	188.6	191.4	194.6	196.7	204.0	7.9

*Average of high and low projections.

Economic Problems of New York City

Finally, the facts with respect to the financial condition and problems of the City of New York and the State of New York are now well known. So, too, are the sources and causes of these problems and the nature and extent of the actions which must be taken to solve them. There is little doubt that those actions are having a significant impact upon all public agencies and programs and that higher education is bearing its share of the burden.

A Final Word

The picture painted herein is, like that of Dorian Gray after the fall, not a pleasant one. The higher educational leaders of the State might prefer to choose none of the above, but, if present patterns continue and if projections prevail in future reality, they will have to accept all of the above.

The picture is only a dismal one for those who equate growth with progress, who believe that larger and more are always better. Yet, quantity can yield to quality; an economy which has matured and plateaued can be made more sound and stable; apparent problems can be converted into opportunities. Debilitated and decaying institutions--those worth saving at all--can be rebuilt and, in their new structures and functions, more closely match their ideal types.

Most of what human-kind has done and is doing in this state, nation and world can be done better. Man's needs and wants are endless; great numbers of people have not had and do not have the opportunity to serve themselves or society; in large part because society has not served them.

The steady-state society can be one in which we turn more of our energies toward those goals which ever elude us but which we ever seek: personal and social health, security, stability, peace and equity.

Higher educational institutions can and should be in the forefront in pursuit of those goals.

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APPENDIX

A NOTE ON THE DETERMINATION OF COST PER STUDENT

At various times and places one finds citations of educational costs expressed on a per student basis. Such cost figures, developed by various persons and groups often differ significantly for the same year and the same institution. In recent years, accounting systems and financial reporting of colleges and universities, public and private, have tended to become more uniform and are increasingly based upon charts of accounts and recording and reporting formats recommended by and agreed upon by recognized national associations. The accounting systems and procedures of three organizations now have a common base: those of the National Association of College and University Business Officers, the American Institute of Certified Public Accountants and the National Commission for Higher Education Management Systems.

The data presented in text Tables 4 and 5 are derived from the annual financial reports of the institutions, all of which use the reporting definitions and categories recommended by the organizations named above. Where differences in the content or classification of financial statements occurred, adjustments and reclassifications have been made so as to achieve uniformity and comparability for all institutions. Obviously, one cannot claim that these figures are free of error nor that there is no room for disagreement on some of the adjustments, exclusions and inclusions made in arriving at the defined quantities. The only claim made here is that the same procedures have been employed in determining the expenditures and costs of each of the independent and public institutions and that the resulting figures have an acceptable level of reliability and comparability.

"Educational and general expenditures" (the cost measure used in this study) exclude outlays for student aid since such funds or write-offs do not pay for resources used in the production of educational services but help the student to buy those services and to pay his share of the costs through the tuition route which ultimately shows up in the tuition revenues of the institution. Secondly, excluded by definition are expenditures for auxiliary enterprises: dormitories, dining halls, book stores and other units providing services to students other than

educational services. For the purposes at hand, other adjustments and exclusions have been made in the category of educational and general expenditures. The purpose is to determine all of those expenditures integral to the institution in the provision of education to enrolled students (see footnotes to Text Tables 4 and 5).

The issue of costs of education is an important one and there has been much confusion created by the publication and dissemination of "cost" data in recent years without documentation, definition or commonality of calculus. We hope that we have presented here a fairly simple and direct method of calculating and presenting "unit cost" and have contributed to the solution of the problem rather than to a further compounding of it.

Appendix Tables

I. New York State Financing of Higher Education: Appropriated Funds Made Available - 1971-72 - 1976-77

II. New York State Full-Time First-Time Freshmen Distribution by Sector, Fall 1969 to Fall 1974

III. New York State Postsecondary Educational Facilities Net Assignable Square Feet, Total, Academic and Auxiliary 1972 and 1974

IV. New York State Percentage Distribution of Postsecondary Educational Facilities, By Institutional Sector and By Function Within Sectors

V. New York State Postsecondary Educational Facilities, Percentage Distribution of Gross Square Footage By Age of Facilities, 1974

VI. New York State Postsecondary Educational Facilities, Gross and Net Assignable Square Feet Per Full-Time Equivalent Student, 1972

Table I
New York State
Financing of Higher Education[1]
Appropriated Funds Made Available
1971-72 - 1976-77
($ Million)

	1976-77	1975-76	1973-74	1971-72	Change 1971-72/1976-77 Amount	Change 1971-72/1976-77 Percent
State University of New York[2]						
State Purposes-Fiscal Requirements	$ 644.2	$ 649.0	$ 556.4	$ 475.8	$ 168.4	35.4
Less: Income Funds Applied	(122.3)	(96.0)	(92.0)	(55.4)		
Net State Funds Required	521.9	553.0	464.4	420.4	101.5	24.1
Less: Items Listed Below	(23.8	(25.4)	(34.7)	(25.7)		
Regular Operations	498.1	527.6	429.7	394.7	103.4	26.2
Estimated Employee Benefits	138.6	139.8	98.0	78.0		
State Purposes-Regular Operations - Adjusted	636.7	667.4	527.7	472.7	164.0	34.7
City University of New York[3]	$ 130.8	$ 140.4	$ 132.2	$ 90.0	$ 40.8	45.3
Community Colleges[4]	$ 156.0	$ 148.0	$ 112.4	$ 92.0	$ 64.0	69.6
SUNY-Upstate	93.9	88.9				
CUNY-BHE	62.1	59.1				
Aid to Non-Public Institutions	$ 78.8	$ 77.2	$ 69.6	$ 42.8	$ 36.0	84.1
Bundy Aid[5]	62.7	57.4	49.3	26.9	35.8	133.1

(continued)

	1976-77	1975-76	1973-74	1971-72	Change 1971-72/1976-77 Amount	Change 1971-72/1976-77 Percent
Aid to Non-Public Institutions (continued)						
Medical & Dental Schools-Expansion Contracts						
Operating Funds	.9	4.9	4.7	2.7	(1.8)	(66.7)
Capital Funds[5]	4.6	5.3	4.9	4.0	.6	15.0
Capitation Funds	10.6	8.8	6.2	3.7	6.9	186.5
Nursing Schools-Expansion	-	-	1.2	2.5	(2.5)	(100.0)
Poly. Inst. of N.Y.(Brooklyn)	-	.8	3.3	3.0	(3.0)	(100.0)
Aid to Students	$ 209.9	$ 133.0	$ 94.5	$ 75.5	$ 134.4	178.0
Regents Schol. & Fellowships	23.8	25.9	32.3	32.0	(8.2)	(25.6)
Schol. Incentive-Tuition Assistance Program	184.2	103.5	56.4	41.7	142.5	341.7
SUNY Scholarships[6]	1.9	3.6	5.8	1.8	.1	5.6
Programs for Disadvantaged Students	$ 39.0	$ 44.2	$ 45.9	$ 44.3	$ (5.3)	(12.0)
HEOP-Private Institutions	7.6	7.6	7.4	6.3	1.3	20.6
EOP-SUNY	7.4	9.5	9.8	9.0	(1.6)	(17.8)
SEEK-CUNY	10.6	11.0	12.3	12.5	(1.9)	(15.2)
EOP-SUNY Community Colleges	1.1	2.2	2.7	2.0	(.9)	(45.0)
College Discovery-CUNY Community Col.	.9	1.6	2.0	2.0	(1.1)	(55.0)
Educational Opportunity Centers-SUNY	11.4	12.3	11.7	12.5	(1.1)	(8.8)
Other State Education Dept. Programs	$ 8.0	$ 7.9	$ 8.2	$ 8.0	$ e	e
SED-Higher Education Services	2.3	2.5	2.2	2.1	.2	9.5
SED-Professional Education Services	4.1	4.0	3.3	2.9	1.2	41.4
Regents Exam. & Schol. Services[7]	.7	.6	1.8	1.7	(1.0)	(58.8)

(continued)

	1976-77	1975-76	1973-74	1971-72	Change 1971-72/1976-77 Amount	Change 1971-72/1976-77 Percent
Other State Education Dept. Programs (continued)						
Einstein & Schweitzer Chairs	.5	.5	.5	.8	(.3)	(37.5)
Teacher Training Grants	-	-	.2	.3	(.3)	(100.0)
Educ. of Native Americans	.3	.3	.2	.2	.1	50.0
Vermont Medical Contract	.1	-	-	-	.1	-
Other Appropriations to SUNY	$ 2.1	$ 2.2	$ 2.7	$ 1.7	$ .4	23.5
Student Loans	.5	.7	.9	.5	e	e
New York Network-T.V.	1.5	1.5	1.3	1.2	.3	25.0
Institute for Policy Alternatives	-	-	.5	-	-	-
Sea Grant-Ocean Science	.1	-	-	-	.1	-
Appropriations to Other State Agencies	$ 12.8	$ 9.4	$ 7.9	$ 2.8	$ 10.0	357.1
Higher Education Services Corp.[8]	6.3	5.5	-	-	12.7	-
Higher Educ. Assistance Corp.[8]	6.4	3.6	6.7	2.1	(2.1)	(100.0)
N.Y. Ocean Science Laboratory[9]	-	-	.8	.7	(.7)	(100.0)
N.Y.S. Science & Tech. Foundation	.1	.3	.4	-	.1	-
Total Funds	$1,274.1	$1,229.7	$1,001.2	$ 829.8	$ 444.3	53.5

Footnotes:

1. All funds listed in this tabulation are for current operating purposes and exclude capital funds, debt service funds, first instance appropriations, etc.

(continued)

2. Appropriations for State University have been adjusted and reclassified somewhat to show (a) the amounts required for regular campus operations, (b) amounts for other functional purposes shown in the table, (c) amounts for certain special programs and (d) amounts for employee benefits. The amounts for this last item, employee benefits, are estimated on the basis of percentages provided by the Department of Audit and Control.

3. State share of net operating budget of Senior Colleges.

   The State also pays one-half of the debt service costs of the senior colleges of the University--payments to the City University Construction Fund which, in turn, makes payments to the Dormitory Authority--, $15.7 million in 1975-76 and $13.7 million for 1976-77.

4. In addition to the amounts shown for State operating aid to the community colleges, the State also pays one-half of their capital costs:

	1975-76	1976-77
SUNY-CC	$ 4.2 mil.	$13.6 mil.
CUNY-CC	12.5 mil.	8.1 mil.

5. The 1976-77 appropriation for capital grants to medical and dental schools came to $7,450,000 including $3.0 million for a supplemental grant to New York University for its dental school. The latter amount would not be drawn upon until 1977 or 1978. The 1977 Deficiency Budget act transferred $2.8 million of the total appropriation to Bundy funds, raising these from $59.9 million to $62.7 million--the amount needed to meet known obligations. This transfer left $3.6 million for capital grants.

6. In 1976-77, SUNY was permitted to waive tuition charges up to the amount of $10 million. The University was directed to submit a "detailed plan for tuition waivers" for 1976-77. Waivers amounted to $9 million in 1975-76. Information on amounts for earlier years is not available in published documents. Tuition waivers should be considered additions to "aid to students" and are identical in budgetary effect to the smaller amounts shown for SUNY scholarships.

(continued)

7. The total State funds available to the Regents Examination Center came to $1.8 million in 1975-76 and $1.9 million in 1976-77. The amounts shown were estimated to be needed for higher and professional education purposes.

8. The Higher Education Services Corporation now performs the functions of both the former Higher Education Assistance Corporation and the student aid section of the Education Department. The first figure shown for 1975-76 and 1976-77 is for operations of the agency, the second figure for contributions to the Interest and Default Revolving Fund. The latter amount, therefore, might more properly be considered as an addition to grants to students--subsidy of loan interest and "conversion" of loans to grants through default.

9. The New York Ocean Science Laboratory was phased out during 1975-76 and its appropriation and activities transferred to the SUNY Sea Grant Program.

Table II
New York State
Full-Time First-Time Freshmen
Distribution by Sector
Fall 1969 to Fall 1974

Year	All Institutions			State University			City University			Independent Institutions		
	Total	2-Yr. Insts.	4-Yr. Insts.	Total	2-Yr. Insts.	4-Yr. Insts.	Total	2-Yr. Insts.	4-Yr. Insts.	Total	2-Yr. Insts.	4-Yr. Insts.
Fall 1969	122,863	48,129	74,734	55,186	36,362	18,824	20,367	8,820	11,547	47,310	2,947	44,363
% of Total	100.0	39.2	60.8	44.9	29.6	15.3	16.6	7.2	9.4	38.5	2.4	36.1
Fall 1970	137,928	56,991	80,937	58,108	39,328	18,780	33,907	14,676	19,231	45,913	2,937	42,926
% of Total	100.0	41.3	58.7	42.1	28.5	13.6	24.6	10.6	13.9	33.3	2.2	31.1
Fall 1971	141,011	61,696	79,315	59,727	41,866	17,861	37,404	17,273	20,131	43,880	2,557	41,323
% of Total	100.0	43.8	56.2	42.4	29.7	12.7	26.5	12.2	14.3	31.1	1.8	29.3
Fall 1972	139,596	60,199	79,397	62,380	44,106	18,274	33,394	13,566	19,828	43,882	2,527	41,295
% of Total	100.0	43.1	56.9	44.7	31.6	13.1	23.9	9.7	14.2	31.4	1.8	29.6
Fall 1973	141,109	63,177	77,932	67,185	45,447	21,738	31,534	14,651	16,883	42,390	3,079	39,311
% of Total	100.0	44.8	55.2	47.6	32.2	15.4	22.4	10.4	12.0	30.0	2.2	27.8
Fall 1974	145,934	64,261	81,673	67,892	45,416	22,476	33,880	16,184	17,696	44,162	2,661	41,501
% of Total	100.0	44.0	56.0	46.5	31.1	15.4	23.2	11.1	12.1	30.3	1.8	28.4
Percent Change-1969-1974	18.8	33.5	9.3	23.0	24.9	19.4	66.3	83.5	53.3	(6.7)	(9.7)	(6.5)

Table III
New York State
Postsecondary Educational Facilities
Net Assignable Square Feet[1]
Total, Academic[2] and Auxiliary[3]
1972 and 1974
(000 omitted)

	1972 Net Assign. Sq. Feet			1974 Net Assign. Sq. Feet			Percent Increase 1972-74		
	Total	Acad.	Aux.	Total	Acad.	Aux.	Total	Acad.	Aux.
State University	35,032	25,100	9,932	39,910	28,266	11,644	13.9	12.6	17.2
State Univ. Oper.	29,993	20,134	9,859	33,860	22,714	11,146	12.9	12.8	13.1
Community Colleges	5,039	4,966	73	6,050	5,552	498	20.1	11.8	582.2
City University	7,941	7,826	115	9,171	8,575	596	15.5	9.6	418.3
Senior Institutions	5,744	5,629	115	6,511	6,058	453	13.4	7.6	293.9
Community Colleges	2,197	2,197	-	2,660	2,517	143	21.1	14.6	-
Independent Institutions	62,592	40,437	22,155	65,505	41,752	23,753	4.7	3.3	7.2
Four-Year	60,698	39,291	21,407	63,074	40,270	22,804	3.9	2.5	6.5
Two-Year & Prop.	1,894	1,146	748	2,431	1,482	949	28.4	29.3	26.9
Total	105,565	73,363	32,202	114,586	78,593	35,993	8.5	7.1	11.8

[1]Net Assignable Square Feet = Gross square footage of floor areas less circulation corridors, stairways, janitorial areas, lavatories, mechanical, plumbing and heating areas, etc.

[2]Academic: Instruction, research, libraries, laboratories, administration, etc.

[3]Auxiliary: Residential, dining halls, student union, etc.

Table IV
New York State
Percentage Distribution of Postsecondary Educational Facilities
By Institutional Sector and
By Function Within Sectors
1974

	Percent of Net Assign. Sq. Ft.			Percentage by Function	
	Total	Academic	Auxiliary	Academic	Auxiliary
State University	34.8	36.0	32.4	70.8	29.2
State Univ. Oper.	29.5	28.9	31.0	67.1	32.9
Comm. Colleges	5.3	7.1	1.4	91.8	8.2
City University	8.0	10.9	1.7	93.5	6.5
Senior Inst.	5.7	7.7	1.3	93.0	7.0
Comm. Colleges	2.3	3.2	.4	94.6	5.4
Independent Inst.	57.2	53.1	66.0	63.7	36.3
Four-Year	55.0	51.2	63.4	63.8	36.2
Two-Year & Prop.	2.2	1.9	2.6	61.0	39.0
Total	100.0	100.0	100.0	68.6	31.4

*For definitions of terms, see Table III.

Table V
New York State
Postsecondary Educational Facilities
Percentage Distribution of Gross Square Footage
By Age of Facilities
1974

	Constructed			Percent
	Prior to 1900	1900-1945	1945-1974	Satisfactory Condition
State University	2.1	11.2	86.7	83.9
State University Oper.	1.6	10.4	88.0	82.7
Community Colleges	4.6	16.0	79.4	91.5
City University	2.2	46.5	51.3	50.7
Senior Institutions	3.1	51.3	45.6	55.6
Community Colleges	•	34.6	65.4	38.6
Independent Institutions	11.5	27.9	60.6	86.0
Four-Year	11.7	26.8	61.5	85.7
Two-Year & Prop.	4.1	36.4	59.5	95.6
Total	7.4	23.6	69.0*	82.5

*About 45 percent of total constructed since 1962.

Table VI
New York State
Postsecondary Educational Facilities
Gross and Net Assignable Square Feet
Per Full-Time Equivalent Student
1972

	Gross Sq. Feet	Total NASF	NASF Less Residential
State University			
Senior Institutions	359	220	151
Ag. & Tech. Colleges	268	184	110
Community Colleges	89	59	59
City University			
Senior Institutions	89	53	52
Community Colleges	67	43	43
Independent Institutions			
Four-Year	390	247	160
Two-Year	360	236	142
Total	259	163	114